



# Full Syllabus



## Seminar Title

**Advertising Earth** - Planning & Creating Environmental Campaigns.

A Project-Based-Learning (PBL) course.

## Lecturer

Uri Oren (Ph.D.)

## Semesters

One

## Course requirements

None

## Course description, goals, and acquired skills

Advertising Earth - Planning & Creating Environmental Campaigns, is an academic–training course, designed as a PBL program that will introduce fundamental communication theories, strategies, and tactics regarding environmental campaigns. The course will include professional practice of various stages that are required to plan & create an effective Environmental Campaign. Students, in groups of 3, will focus on planning campaigns that can improve people's understanding and perceptions, change their involvement and behavior, and, in the end, will have the chance to implement their work in the real world.

The PBL course will expand the understanding of public perceptions & environmental challenges, and teach, through practice, the crucial importance of Creative-Ideas, innovative events, and smart use of various types of media. The course will present worldwide case-studies and plenty of visual illustrations (prints & movies).

Following the course, each student will gain the skills to:

1. Analyze the efficiency of Environmental Programs & Marketing Campaigns and understand the powers (and weakness) of environmental branding.
2. Analyze and understand the challenges behind various environmental goals and target audiences.
3. Investigate public barriers of understanding and participation, regarding various environmental



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issues and develop solutions accordingly.

4. Students (working together in groups of 2) will gain the skills to plan all stages and the full structure of an effective Environmental Program & Campaign.

**Note:** The course meetings will include: (1) Lectures, with visual examples and illustrations, via print and video clips, (2) Exercise sections (with some homework) and (3) Personal-guidance-meetings with each of the student groups, according with the environmental issue/problem that each group will choose to work on throughout the course.

## Final grade components

1. Mandatory attendance and **Active** participation in class & personal guidance meetings - **10%**.
2. Planning, Creating & Presenting a new Environmental campaign – **90%**.
3. The final grade will be determined based on an individual group assessment.

The required work and presentation components: 1) A realistic goal, 2) Relevant background of the specific issue/problem, 3) Analysis of the target audience and their barriers, 4) The main message/promise of the campaign, 5) The marketing idea for the campaign and 6) A representative of the campaign itself – The advertising materials presented to the audiences.

**Notice:** Student, working together in groups of 2, will be required to choose an environmental Issue/problem and develop their own Environmental Plan & Campaign, and present their work in class (30 min presentation, during the second semester) and, hopefully, present their work to organizations that can adopt them in the real word.

## Course schedule

Class no.	Course program
<p>1-2</p> <p><b>Note:</b> First meeting will include acquaintance, course program and PBL meetings as well as tasks and requirements.</p>	<p><i>Basic Environmental Communication questions</i></p> <ul style="list-style-type: none"> <li>• Environmental trends, public attitude, and perceptions.</li> <li>• Public knowledge and understanding of environmental issues.</li> <li>• Skepticism and reliability.</li> <li>• Public ambivalence regarding environmental issues.</li> <li>• Translation of science into stories – enabling the flow of knowledge</li> </ul>



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	<p>and public attention.</p> <ul style="list-style-type: none"> <li>• Research into insights – some research tools to help the background and targets of the environmental challenges.</li> </ul>
3-4	<p>Personal group guidance (1) – Individual work and guidance with each of the PBL groups on their specific environmental plan and campaign.</p>
5-7	<p><u>Communication planning stages – strategies &amp; tactics</u></p> <ul style="list-style-type: none"> <li>• Determining the GOAL of the campaign (Realistic Objectives).</li> <li>• Gathering of relevant background information and knowledge.</li> <li>• Public barriers – Identification &amp; Solutions.</li> <li>• Rational vs. Emotional campaigns.</li> <li>• The handicap principle – Insuring reliability.</li> <li>• Campaign tactics – redundancy, consistency, identity, timing, and media.</li> <li>• Methods in public attitude research – quantitative and qualitative.</li> <li>• Introduction for <a href="#">Exercise</a> – Converting Messages into Marketing Ideas.</li> </ul>
8-10	<p><a href="#">Exercise</a> – Students solutions/ideas presented in class.</p> <p><u>Environmental relevancy</u></p> <ul style="list-style-type: none"> <li>• Barriers of knowledge, understanding and involvement.</li> <li>• Translating environmental data/knowledge for campaign planning for various audiences.</li> <li>• Creating the basic communication message and story – the Brand Idea.</li> <li>• Green wash: definitions, problems, and long-term solutions.</li> <li>• Personal group guidance (2) – Individual work and guidance with each of the student group on their specific environmental plan and campaign.</li> </ul>



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11-13

**Students  
Presentations**

Each presentation will include the following components:

1. The **GOAL** of your campaign. What (precisely!) do you want to achieve?
2. The Environmental **BACKGROUND** - The specific problem you choose to deal with. Data & facts.
3. Target **AUDIANCE**. Definitions, characterizations, & barriers. Why did you choose them?
4. The main **MESSAGE** of your campaign. What are you telling them?
5. The **MARKETING IDEA**. What will assist your target audience to understand, be convinced, participate, and change their behavior?
6. One **REPRESENTATIVE AD** of your campaign (all components).

**Note:** Each group will have 20 min to present their work.

**Reading proposals:**

**Lecture 1-2: Basic Environmental communication questions**

Borawska, A. (2017). The Role of Public Awareness Campaigns in Sustainable Development. *Economic and Environmental Studies Vol. 17, No. 4.*

Chen, Y., Zhang, Z., Shi, P., Song, X., Wang, P., Wei, X., and Tao, F. (2015). Public perception and responses to environmental pollution and health risks: evaluation and implication from a national survey in China. *Journal of Risk Research, 2015.*

Leiserowitz, A. A., Kates, R. W., & Parris, T. M. (2006). Sustainability values, attitudes, and behaviors: A review of multinational and global trends. *Annual Review Environmental Resources, 31*, 413-444.

Smith, T. W., Kim, J., & Son, J. (2017). Public Attitudes toward Climate Change and Other Environmental Issues across Countries. *International Journal of Sociology, 47(1)*, 62-80.

**Lecture 3-4: Environmental communications planning stages and strategies**

Kaiser, F. G., Wölfling, S., & Fuhrer, U. (1999). Environmental attitude and ecological behavior. *Journal of environmental psychology, 19(1)*, 1-19.

Rajapaksa, D., Islam, M., and Managi, S. (2018) Pro-Environmental Behavior: The Role of Public Perception in Infrastructure and the Social Factors for Sustainable Development. *Sustainability 2018, 10*, 937.

Wang, C., Zhang, P., Choi, R., & D'Eredita, M. (2002). Understanding consumers attitude toward advertising. *AMCIS 2002 Proceedings, 158*, 1143-1148.



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## **Lectures 5-6: Environmental relevance**

*Kelly, L.S. Kimberly, D.W. and Daniel, R.A. (2003). Viewing the viewers: viewing behaviors by children and adults during television programs and commercials. Journal of communication. 53(2), 265-281.*

*Valkenburg, P. M., & Peter, J. (2013). Five challenges for the future of media-effects research. International Journal of Communication, IJoC, 7, 197-215.*

## **Lectures 7-9: Campaign development and structure**

*Donald, R.L. Kevin, L.K. and John, U.F. (2008). The Structure of Survey-Based Brand Metrics. Journal of International Marketing. American Marketing Association, 16(4), 29–56.*

*Sylvia, R. and Faye, S. (2012). What people really think about the environment: an analysis of public opinion. Green Alliance policy insight.*

## **Focused reading:**

Each student, within each group, will be guided to read, study, and investigate according to the environmental field they choose to work on.

## **Comments**

The course contains various methods of teaching – Lectures, practices, and personal guidance. This combination will ensure that each student will gain the skills to plan & create an Environmental Program and Campaign that can change people's perceptions and behavior and thus influence reality and the future of our planet.

*# The order of the lectures, the exercises, the guidance sessions, and the content elements are tentative, and can be changed according to the progress of the class.*