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COURSE CONTENTS FOCUSING ON CLIMATE, ENVIRONMENT AND SUSTAINABILITY: AN ANALYSIS OF COMMUNICATION FACULTIES IN TIMES 500 LIST*

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Abstract. As the problem of climate change has become a global issue due to global warming, addressing environmental and climate problems at the local or national level is necessary but not enough to tackle the issue. It is crucial to make and implement policies on a supranational level. Climate change is an issue that needs to be addressed with an interdisciplinary approach to ensure accurate and fluent communication among different realms. Therefore, professionals must specialise in this field, not only in science but also in other disciplines. In this context, where a balance is sought between sustainable life and climate change, communication is one of the areas that gains importance. Communication faculties should add climate-oriented courses to their curricula to achieve better implementation of local and global policies. This study aims to analyse the courses that already serve this purpose and to provide a roadmap for future ones. The course content of the communication faculties of the universities ranked in the top 500 in the Times Higher Education 2024 list was scanned using the keywords climate, environment, and sustainability. 123 courses, including the keywords in their names, were analysed sequentially using curriculum and content analysis methods. It has been concluded that climate-oriented courses are handled with an interdisciplinary approach designed to direct students to think analytically and focus on implementation. The curricula on this issue should include a comprehensive, action-oriented framework that encourages critical thinking.

Keywords: climate change communication; environment; communication faculties, sustainability

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1. Introduction

Today, environmental problems related to climate change/crisis and failure to ensure sustainable production and consumption are among modern society's most pressing global challenges. Disciplines like communication, media, arts, and the culture industry are important in understanding these issues and addressing them effectively in educational institutions. Communication professionals are key in raising awareness through climate literacy. Therefore, it has become necessary to reshape the content of courses offered in communication faculties that will directly contribute to combating the climate crisis in a way that provides theoretical and practical

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knowledge. Courses offered in fields such as journalism, cinema and TV, communication studies, new/social media, public relations and advertising, focusing on climate, environment, and sustainability, can equip future communication professionals with the necessary skills to effectively understand and tackle these complex issues. For instance, a documentary film, a news series, or even a public service announcement can influence many people, raise their awareness of climate change, and motivate them to act in their communities. Similarly, through public relations, social media, communication, and advertising campaigns, individuals can be encouraged to change their behaviour and adopt sustainable lifestyles.

For this reason, this study aims to reveal how this issue is handled in communication faculties ranked in the top 500 in 2024 according to the Times Higher Education World University Rankings by analysing the undergraduate course content that includes the keywords climate, sustainability, and environment and contribute to the new course contents in different regions of the world in this direction.

2. Theoretical background

2.1. An overview of climate change and its impacts

Climate change is a process affected mainly by human activities, causing increased greenhouse gases in the atmosphere and leading to rising global temperatures. The main drivers of these changes are the burning of fossil fuels, deforestation, unsustainable production approaches, and industrial activities, which increase with human-induced production and consumption (Cook, 2016). According to the United Nations Framework Convention Climate Change (UNFCCC), climate change is "a change in the compositions of the global atmosphere resulting directly or indirectly from human activities and leading to changes in the composition of the global atmosphere outside the natural variability of the atmosphere (UNFCCC, 1992). The climate crisis, a concept that triggers global warming because of anthropogenic processes such as the uncontrolled expansion of industrialisation, agricultural activities, and urbanisation, clearly reveals the impact of both economic and social structures on climate.

Climate change is a global phenomenon with profound social, economic, and environmental impacts on ecosystems and human societies. This includes the long-term consequences of environmental changes that directly affect species' habitats, reproductive strategies, and adaptation processes, the long-term warming trend caused by imbalances in atmospheric energy, and environmental changes such as rising temperatures, sea level rise, and biodiversity loss that have major effects on ecosystems (Somogyi & Nagy, 2022; Gqalindaba et al, 2024).

It also encompasses a prolonged time frame in which social structures and cultural norms are reshaped, altering the relationship between humans and the environment and posing a threat to sustainable development goals. Accordingly, the challenge of referring to a single cause is revealed. An interdisciplinary and solution-oriented approach is necessary at local, national, and international levels against this crisis and its consequences. The communication strategies that feed this approach should be prepared interdisciplinary and planned (Carone et al., 2025).

2.2. Climate, environment and sustainability communication education

Historically and mostly, educational institutions have handled climate issues, focusing on climate change science education. In recent years, there has been considerable progress in climate and climate change education at universities, particularly in response to the provisions of the Paris Agreement (UNFCCC, 2015). Climate change education has been attracting increasing attention in scientific research, as evidenced by nearly 1,000 related references currently listed in the Web of Science, particularly within geographic and natural sciences education. Nevertheless, only a few of these sources explicitly highlight the significance of maps and geoinformation as key instructional tools for teaching and learning about climate change (Gonzalez et al., 2025).

Cano-Ortiz et al. (2024) show the importance of bioclimatology in land management among the inevitable applications for sustainable development that reduce climate change. The authors see bioclimatology as a new

world economic model based on sustainable development and reasonable use of natural resources. However, the authors argue that scientific developments should be reinforced with applications and that future managers should receive sustainable development training.

Hindley (2022) sees the condition for adapting educational programs to climate change content in forming organisational culture, personal values, and positional identity factors. In other words, curriculum changes in organisational culture should be addressed in an institutional context, and climate communication education should be included in institutional decisions. Another issue the author draws attention to is the need for educators to provide students with knowledge and skills related to climate change education. The author, who sees students as future leaders, argues that green thinking and environmental awareness should be among the control points in their strategic decisions.

Li and Liu (2022) describe the results of their study on university students' knowledge and opinions about climate change as "worrying". The students were sure that global warming was occurring but knew little about the anthropogenic cause. Although they were less exposed to the effects of global warming than the previous generation, they did not know its causes. Although the education they received on climate education brought their knowledge level on the subject to a certain level, it was observed that they could not develop at a conceptual level. In addition, it was observed that they continued to feel unmotivated to take action after the education they received. They equated climate change action with decreased quality of life and even largely futile results.

However, universities worldwide have allocated limited time and resources to educational activities to prevent and reverse climate change. For this reason, climate education is a separate field from STEM education. Besides that, climate education has mostly been embedded in courses with different names in the context of sustainable development or various certificate programs offered outside the classroom.

According to the Global Education Monitoring Report published by UNESCO in 2020, which reveals the extent to which climate and climate change are included in national curricula, the issue of sustainable development was included in three-quarters of national curriculum frameworks, while the problems of climate change were included in only one-third (Moltan-Hill & Blaj-Ward, 2022). Thus, all students will contribute to increasing the impact and applicability of national and international policies by adapting this knowledge to their field (Moltan-Hill & Blaj-Ward, 2022).

On the other hand, climate change communication aims to raise personal and public awareness about the impacts of the crisis by strategically communicating scientific information to large audiences via different channels (van Eck et al., 2025). Effective communication strategies can create personal meanings that motivate individuals to act on climate change (Hurajova et al., 2022; Ben Romdhane et al., 2023; Sippel, 2023; Abuzeinab et al., 2024).

Aslam et al. (2024) draw attention to the fact that the consequences of climate change are felt more intensely in developing countries such as Pakistan. They emphasise the importance of creating awareness about climate change and the necessity of using conventional and new media tools. The point highlighted by the study is that university graduates use Information and Communication Technologies (ICT) more and that, thanks to this use, climate change awareness is more easily achieved.

Environmental communication is not limited to climate change, but in a broader perspective, it also addresses issues such as environmental pollution, biodiversity loss, environmental campaigns, and depletion of natural resources. It provides a valuable resource for understanding environmental communication's theoretical and practical dimensions, which are involved in crisis management, public participation, and policy-making processes.

Huang et al. (2025) addressed green consumption's temporal and spatial evolution within social networks. In the study where social network analysis was determined as the research methodology, the levels of interpersonal relationships were addressed in the context of green consumption. With this method, the concept of green consumption was spread. The other dimension of the study is to see the evolution of green consumption in different geographies and compare it with others. Ali et al. (2025, p.16) draw attention to the complex dynamics

of green communication. The study reveals that green communication strategies should be carried out by considering geographical and demographic variables. However, the study draws attention to the formation of sustainable communication when all variables of green communication carried out in the North American region are considered.

While online education initially gained prominence as a necessary response to the pandemic, it has since evolved into a transformative force in the broader education and training landscape—an innovation many countries have actively pursued in recent years. Across the globe, governments, international organisations, academic institutions, and private sector actors are exploring strategies to transition from conventional instructional models to more comprehensive digital education frameworks (Zhao et al., 2023). In this context, Türkiye's experience—particularly the leadership of Anadolu University's Open Education Faculty—illustrates the potential of online education as a vital component of climate change communication. Digital platforms and online educational resources offer meaningful opportunities to enhance climate literacy by fostering sustainable development and advancing educational innovation.

Moreover, the rapidly advancing field of artificial intelligence has become increasingly relevant to climate change research and education. Among its emerging applications, generative artificial intelligence (GenAI) is a technology university students across various disciplines actively use. GenAI, a branch of AI based on generative models, can produce text, images, videos, and other forms of data. When employed thoughtfully, particularly in creative and educational contexts, GenAI goes beyond content generation to function as an interactive tool that helps students articulate, develop, and refine their ideas. In this study, students iteratively engaged with GenAI—modifying their prompts and critically evaluating the outputs—to construct well-developed future scenarios. This engagement promoted active learning and deeper cognitive involvement rather than passive consumption of AI-generated content. (Liu & Chateau, 2025).

Considering all these processes, increasing the diversity of courses on climate, environment and sustainability in departments within faculties of communication will directly contribute to the combat against climate crisis.

2.3. Climate crisis and communication faculties

International organisations, governments, public institutions, local governments, non-governmental organisations, universities and activists need to contribute to the action against climate change in areas that require not only scientific and technical expertise but also skills in informing and engaging the public (Khumalo et al., 2025; Martín & Sánchez, 2025; Atkociuniene et al., 2025).

In this context, alumni of communication faculties can play a vital role in the success of these action plans by organising effective campaigns, designing projects, developing climate-based journalism, producing audiovisual and visual content, understandably presenting complex environmental issues and raising public awareness. In parallel with this necessity, there has been an increase in the number of courses focused on climate change, sustainability and environment in communication faculties in recent years. It has become more important that these courses not only provide theoretical knowledge. Still, it should also be strengthened with practical applications to support students' ability to transfer this knowledge to society and to develop creative solutions to climate-oriented problems.

All departments in communication faculties worldwide can potentially add value to climate-oriented activities. The contributions of climate crisis, sustainability, and environment-oriented courses that should be included in these departments can be analysed from different angles. Especially in environmental communication and carbon footprint reduction projects, strategic public relations approaches can provide effective communication and develop environmentally friendly habits. For example, adopting sustainable living practices such as recycling, zero-waste strategies, or energy conservation is possible through a well-designed public relations campaign. The powerful visual tools of cinema and television help present complex environmental and climate issues in a way that all groups can understand. Communication graduates can raise awareness by creating media products such as documentaries and public service announcements. The involvement of communication faculty graduates in the preparation of climate change action plans, which include policies and social education

processes, directly supports the impact of action plans. Graduates of communication faculties can reach large audiences and popularise calls to action by designing social media campaigns, developing social media content and creating internet trends. Communication specialists, who are also suitable for working with different disciplines, can effectively share scientific and technical knowledge with society (Arribas et al., 2024; O'Callaghan et al., 2025).

This ability manifests itself in interdisciplinary studies and increases the impact of the studies. The speciality of communication faculty graduates is delivering the right messages to the right target audience. These graduates play a strategic role in designing campaigns that appeal to different age groups or social segments. In addition to all these processes, the increase in natural disasters caused by climate change also increases the need for crisis communication strategies. Communication graduates can prevent panic and direct action by informing the public correctly during a crisis (Trenberth, 2011; Bussoletti et al., 2025).

Considering all these stages, research to the present day shows that communication faculties play a key role in addressing the climate crisis (Gustafson, 2025). Based on the necessity for communication experts to take a more active role among the decision-makers, practitioners of different sectors and non-governmental organisations in the struggle against climate change worldwide, it is necessary to analyse the courses in communication faculties that prepare professionals in this field. Analysing these courses in communication faculties of universities in countries and cities that feel the effects of the climate crisis at different levels and take measures in various ways will contribute to the field.

3. Research objectives and methodology

Although there are studies on the course contents of different departments of universities, there is a scarcity of studies that deal with a comprehensive analysis of the content courses offered in communication faculties around the world. For this reason, the course catalogues of the universities ranked among the top 500 universities in the TIMES 2004 list were analysed in two main stages. Curriculum analysis (Posner, 1995) and content analysis (Krippendorff, 2018) methods were used respectively.

In the first stage of the study, the curriculum analysis method was used to identify the universities among the top 500 universities in the Times Higher Education (THE) ranking and have a faculty of communication. The official websites of these universities were scanned, and those that offer courses, including keywords "climate, sustainability and environment" and those that do not, were divided into two categories. Thus, the extent to which universities include these topics in their programs was determined, and classification was made based on the presence of relevant courses. According to Posner (2004), curriculum analysis is an effective way to systematically examine educational programs' content, organisation, and goals. In this context, program analysis was chosen as an appropriate method to understand the extent to which universities address climate, environmental and sustainability issues.

After selecting the courses in the programs, a detailed content analysis was conducted for the courses for which syllabuses were available using the content analysis method. Krippendorff (2018) defines content analysis as "a research technique for making replicable and valid inferences from text to the context of their use". During the content analysis, the course's main objectives, the content and topics covered, the methodology and expected outcomes were sought. The selected syllabuses were pre-screened to ensure that they contained sufficient data and were relevant to this study, and as a result, a total of 22 syllabuses were analysed.

The universities' websites identified in the research were designed in different languages and styles. Researchers excluded universities' websites that did not offer an English language option from the study's scope. Another limitation of the study was that most universities offering courses with keywords did not share the course syllabus with external contributors. This prevented researchers from accessing any information beyond a brief description of the courses.

3.1. Content analysis procedure

In the research process, an iterative coding method was adopted to analyse the syllabuses' content systematically. The research team developed a comprehensive analysis framework on an electronic database in this direction. The framework created specific categories by considering the main components expected to be found in course syllabuses. These categories included university names, course names, subject headings, and thematic framework. All the data was categorised according to these, and the data table was systematically entered.

To ensure consistency and reliability in data analysis, the double coder method was used, and regular team meetings were held to resolve possible differences in interpretation and to ensure consensus in the coding process. This process ensured the conformity of the data obtained with the analytical framework, and the reliability of the research results was increased.

3.2. Sample of the study

The research sample consists of the universities ranked in the top 500 in the TIMES 2024 list, which have faculties of communication and courses that include at least one of the keywords "climate", "sustainability," and "environment." In this context, courses in master's and doctoral departments at universities were not included in the study. In terms of a systematic process within the research sample's scope, universities with communication faculties were first identified. Then, the faculties with courses containing the keywords were listed to be examined. The identified universities were reached through their websites, and the courses in the curriculum were found by searching the keywords. Websites without an English option were excluded. To reveal the similarities and differences in the themes and topics determined in the course content, the most appropriate 22 of a total of 123 syllabi were selected as the research sample.

4. Results and discussions

4.1. Preliminary analysis

In this study, it has been found that 391 universities among the top 500 universities in the TIMES 2024 list offer undergraduate courses in communication faculties. Among these, 123 courses offered in English included the specified keywords: "climate," "sustainability," and "environment." However, just 22 of these courses offered detailed information and allowed open access to their syllabi. In terms of regional distribution, universities in the top 500 are generally located in the USA, the United Kingdom, Australia, and the European Union. Since the undergraduate courses at universities in China are mostly in Chinese and their websites are in Chinese, no further comments could be made about their place in this ranking. Of the 123 courses, 78 are located in the USA, and 17 are in the UK. Australia has 7 courses, Ireland 5, Singapore 4, and Canada 3. 2 courses each in Norway, Sweden, and the United Arab Emirates, and 1 course each in Iran, Italy, New Zealand, and Hong Kong were analysed. Of the 123 courses identified, 117 have course descriptions. Detailed syllabuses of these 117 courses could not be accessed for the reasons mentioned in the limitations.

Almost all the 391 universities analysed in the first phase of the research were ranked between 1-200. The communication faculties of the top-ranked universities play a leading role in adding courses on climate, sustainability, and environment to the curriculum compared to other universities.

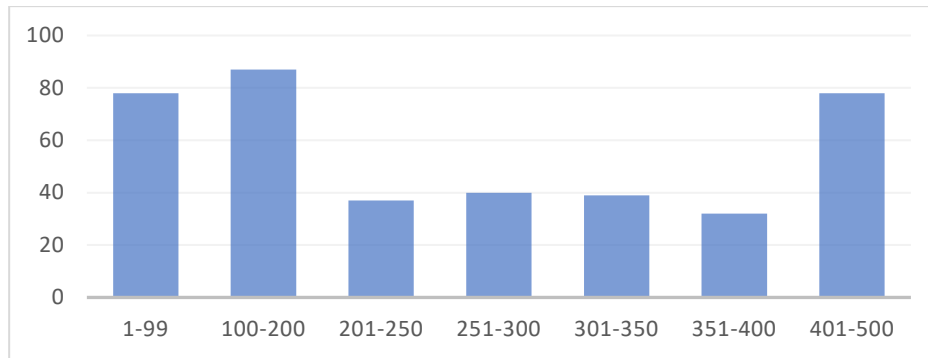


Figure 1. Distribution of the Rankings of Universities in the The 500 List

Source: The authors

As shown in Figure 2, the number of courses dealing with the environment and environmental issues is almost twice the total number of climate and sustainability-oriented courses.

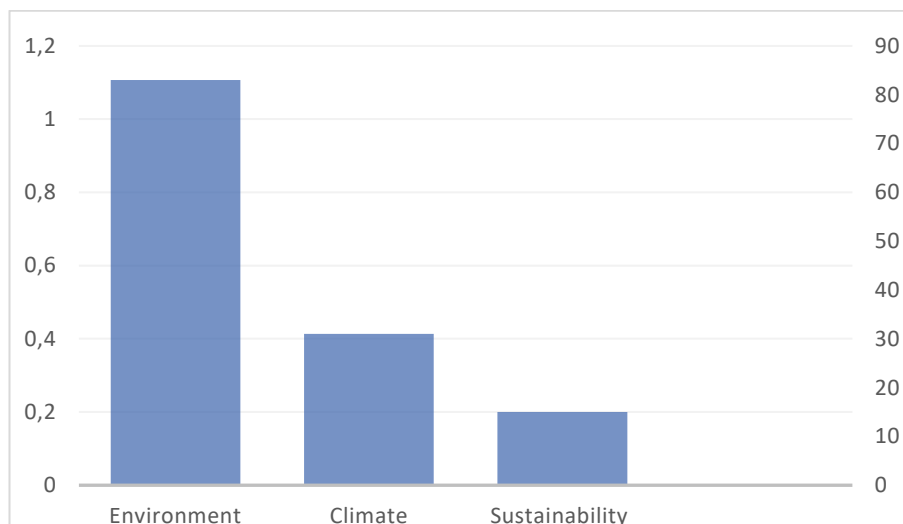


Figure 2. Distribution of the Key Words Included in the Course Titles

Source: The authors

Considering the broader scope of the word environment, the result is not surprising. Two of the keywords were used in common in 6 courses out of 123 total courses.

4.2. Content analysis

The course addresses the issue, starting with definitions of climate change. The courses offered in climate communication show significant diversity in terms of topics and how they approach the climate crisis. In this context, course descriptions and content were analysed to identify each course's main approach/focus and categorised under five main perspectives. This categorisation reveals what the courses teach and how and from which perspective they are approached.

Table 1. The Perspective and the Approach of the Courses

Perspective	Description
Climate-Focused Science Communication	Dissemination of scientific knowledge to the public, climate science-focused communication
Social and Political Policy	Climate justice, public effect, inequalities
Media and Communication	Media narratives, news frameworks, popular culture and forms of communication
Activism Focused	Activism, social campaigns, public movement, student participation,
Critical and Alternative Approach	Critical media theories, capitalism, colonialism and petroculture

Source: The authors

With these frameworks, each course is coded according to the dominant approaches in its content. Courses covering more than one perspective were marked in more than one category. Table 2 systematically presents the perspective(s) under which each course is evaluated.

Table 2. Topics of the Analyzed Courses and the Way They Were Discussed

University	Course Name	Science Comm	Social/ Political	Media/ Comm	Activism	Critical
Monash University	Climate Change and Communication	x	x	x		
Southampton	Data Environmentalism	x	x	x		
Ohio State University	Communicating Science, Health, Environment & Risk	x	x	x		
Ohio State University	Principles of Environmental Campaigns		x	x	x	
University of Oslo	Communicating Climate Change		x	x	x	x
University of Oslo	Framing the Environment in Media & Communication		x	x	x	x
University of Leeds	Sociology and the Climate Crisis		x	x	x	x
University of Leeds	Climate Communication		x	x	x	x
University of Florida	Environmental Journalism	x		x		
University of Florida	Brand Sustainability Communication	x	x	x		x
University of York	Societies and the Climate Crisis		x		x	x
University of Technology Sydney	Climate Justice and Climate Policy		x	x	x	x
University of Technology Sydney	Environmental Communication		x	x	x	x
University of Auckland	Environmental Communication		x	x	x	x
University of Exeter	Communications and the Climate Crisis		x	x	x	x
Stockholm University	Environmental Communication		x	x		x
NUS Singapore	Communication, Culture & the Environment		x		x	
UAE University	Sustainability	x	x			x
University of Canberra	Climate Change and Sustainable Business Futures	x	x			
Free University of Bozen-Bolzano	Sustainable Development Communication	x	x			
Dublin City University	Communication, Culture & the Environment			x		

Source: The authors

The findings from this part of the analysis show that courses in climate communication focus on areas such as social transformation, media representations, and social movements, while the classical scientific communication model has a more limited place. It is seen that the courses are mostly designed with an interdisciplinary approach, shaped around more than one theme, and are more intertwined with social and cultural dynamics due to the nature of the discipline. A significant portion of the courses are also designed to cover the dimension of action and activism, not only equipping students with knowledge but also mobilising them for climate justice and environmental advocacy by using communication and its sub-dimensions correctly. This shows that understanding critical citizenship and participatory learning is at the forefront of the curriculum.

On the other hand, it is observed that the critical and alternative approach perspective finds a place in a relatively limited course. This shows that discussions on climate change remain mostly within traditional environmentalist frameworks, while structural critiques and proposals for systemic transformation remain more limited. More emphasis should be placed on environmental media literacy and cultural ecology.

Overall, the findings reveal that climate-focused courses have a structure that integrates cognitive (knowledge-based) and affective and social (action-based) forms of learning. This diversity is extremely important as it shows that universities globally are addressing the climate crisis not only as a scientific problem but also as an issue of communication, politics, ethics, and justice. Topics such as the media's approach to the issue, the place of mass media and especially social media use in the climate crisis, and climate-oriented campaign designs also draw attention to the content of the courses.

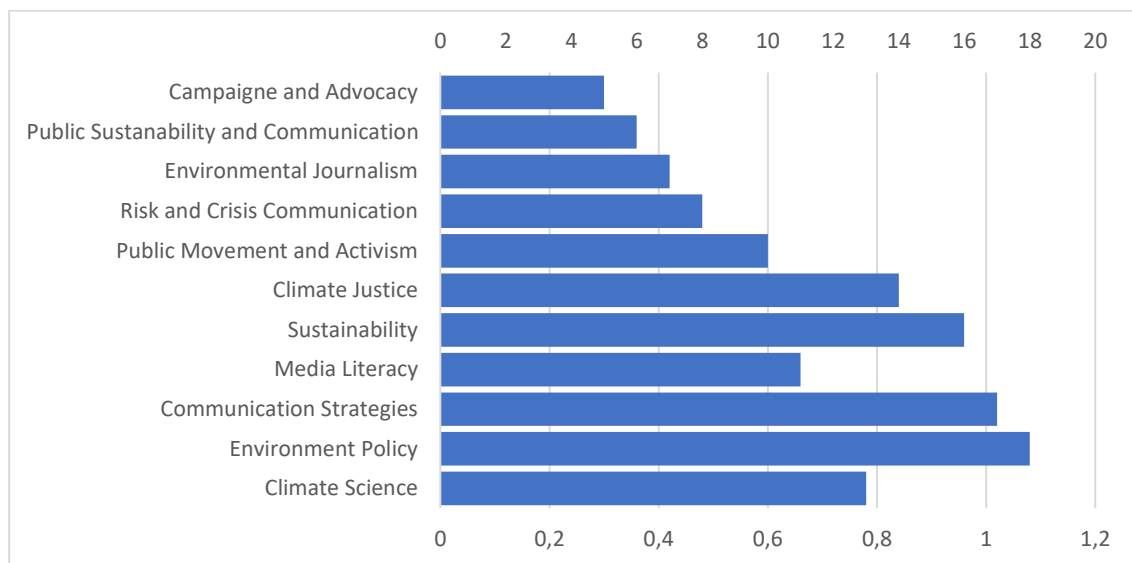


Figure 3. Frequently Used Concepts in Subject Headings

Source: The authors

In the analyses, the topics in the course syllabi were categorised according to their content and ranked according to their frequencies. The data obtained shows that the most emphasised themes in climate communication courses are Environmental Policies (n=18), Communication Strategies (n=17), Climate Science (n=16), Media Literacy (n=14), and Sustainability (n=14), respectively. This result emphasised that the courses have a multidimensional structure, not only limited to the transfer of scientific knowledge but also frequently used concepts should be used in practice areas (media, documentary, public relations, communication design, advertising etc).

However, topics such as Climate Justice (n=13) and Social Movements and Activism (n=10) also occupied an important place. This shows that the climate crisis is not only an environmental problem but also addressed with social justice and collective action dimensions. The more technical areas of Risk and Crisis Communication (n=9) and Environmental Journalism (n=8) aim to provide students with knowledge and skills in media content production and the importance of effective communication strategies in times of crisis. Practice-oriented topics such as Corporate Sustainability and Communication (n=7) and Campaigning and Advocacy (n=6) show that, in some cases, the courses try to produce professional outputs. This diversity reveals that climate communication courses are not only theoretical but also oriented toward practical application and professional competence. In general, the topics of the 22 different courses analysed show that a multifaceted academic approach to climate change is adopted and that both theoretical, applied, and social transformation-oriented contents are covered in a balanced manner.

4.3. Findings

This study systematically examined the courses and evaluated the content, objectives, and epistemological orientations of these courses through a multidimensional analysis process. The findings reveal the strategic role that communication education has already begun to assume in the face of the climate crisis. At this point, although universities with courses that include the keywords climate, environment, and sustainability do not seem to be spread homogeneously all over the world, the fact that 123 courses with these keywords are actively taking place in communication faculties reveals the importance of communication in the climate crisis.

Most of the analysed courses address climate change as a scientific or environmental issue and as a communicative, cultural, ethical, and political phenomenon. In this context, the courses are categorised using different approaches. Each approach offers different theoretical and pedagogical frameworks for addressing the climate crisis. The combination of theory and practice in many of these courses, the invitation of expert guests to many of the courses, and the development of concrete project proposals have revealed that communication professionals in climate change, environmental policies, and sustainability studies should be actively involved in the public, civil society, academia, and private sector not only to raise awareness but also to lead to concrete behavioural changes.

European universities such as the University of Oslo, Leeds, Southampton, and York adopt an approach that makes issues such as environmental justice, activism, media performances, and digital citizenship more visible. In particular, the courses “Framing the Environment in Media & Communication” at the University of Oslo and “Sociology and the Climate Crisis” at the University of Leeds take an interdisciplinary approach to how media narratives and forms of political action interact. Themes of critical media literacy, activism, and environmental justice are at the forefront of these courses. This conceptual density shows that the discipline of communication is not only a transmission tool but also an active subject of environmental transformation processes.

Pedagogically, both theoretical and practical methods are used together in the courses. Universities such as the University of Technology Sydney and the University of Exeter offer students the opportunity to produce media content, design digital campaigns, and develop public communication strategies. The research also examined courses where traditional methods such as traditional exams and academic essay writing are preferred, and it was observed that such courses are particularly common in communication theories and journalism courses. In addition, the focus on the concepts of climate, environment, and sustainability in courses where content such as documentaries and TV programs are produced in film and media schools shows that students are directly involved in creating solutions to climate crisis issues in their cities and countries. All these data show that communication education contributes to providing students with professional qualifications and as individuals who will take responsibility for building a sustainable future. Graduates of these courses can communicate climate policies in public institutions, develop sustainable brand strategies in the private sector, or design communication models and practices that will mobilise public opinion on environmental and climate issues in international NGO's.

Conclusions

Considering the data obtained within the scope of the research, some conclusions and suggestions for communication faculties in countries where courses with keywords are not included, and communication academics who will design courses with these keywords are as follows:

Structures that integrate natural sciences, political science, and communication should be encouraged in course content. In this context, the course content to be created to increase students' knowledge and experience in this field must be interdisciplinary. Practical learning should be enhanced by expanding projects, media production workshops and digital campaign simulations that provide field experience for students from different departments in communication faculties. Graduation projects, mid-term assignments or research topics should address real-time climate crisis-oriented problems in the cities and countries where the universities are located.

Courses should be developed in collaboration with local, national and international environmental organisations to increase students' contribution to policy-making processes and the process of producing solutions to the problems that civil society organisations focus on. In this way, students can put their theoretical knowledge into practice by receiving briefings directly from the institutions and organisations directly addressing the issue at the point of producing content. Courses should be diversified to include regional impacts and cultural approaches to the climate crisis. The sensitivities of local people and civil society should be addressed in terms of communication in increasing agricultural production, sustainable marketing and climate-friendly campaigns.

In conclusion, climate-oriented courses offered in faculties of communication have the potential not only to transmit knowledge but also to create transformation. This transformation will only be possible if the curricula have a multifaceted and action-oriented structure that supports critical thinking. As the universities and course contents examined in this study reveal, this model will directly contribute to communication faculties and universities by determining the internal dynamics and needs of different countries and cities.

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