

Key Takeaways from Teaching
STEM Communication

July 20 - 24, 2026 | Aaniiih Nakoda College

Course overview

Our class, comprised of 12 students, was broken into 3 teams, with each team assigned a scientist at Aaniiih Nakoda College, and taught **the basics of journalistic storytelling + writing, interviewing, photography, and videography.**

Over the course of 5 days, each team researched + interviewed their subject, spent time with their subject in the field, and then **produced a short written story, photo essay, and short documentary film as a team.**

Students also learned about **media literacy, science literacy, and why STEM communication matters.**

As instructors, each specializing in one field (writing, photography, or videography), we shared real-world experiences + examples of our work with students, offering insight into what STEM communication looks like.



By working in teams, students had the opportunity to collaborate: in conducting interviews, in coming up with questions, and later in developing written, photo, and video narratives based on what they learned.



Breaking up in-class lectures and screen time with analyzing tangible, printed photographs was a particularly engaging activity, underscoring the value of teaching STEM communication through the lens of multiple types of media.



Key takeaways from teaching pilot course

- Received overwhelmingly positive reviews from students, indicating that there is **demand for learning STEM communication skills**;
- **Working in teams** seemed to help students achieve course goals during short amount of time (able to work together, collaborate on stories);
- **Critical to have in-field component**, ideally with scientists based on-site;
- Students capable of producing a lot in 5 days, suggesting that course can be **successful even with short timeline**.