

Welcome to **Collaborative Learning Techniques**, Workshop #2 in the Engaged Learning Sampler

While you're waiting for the workshop to start, please introduce yourself in the CHAT:

Tell us who you are, your role, which tribal college or university you are affiliated with, and where you're located.

Offer a greeting in your native language, or that of the community in which you live and work, if you'd like.



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Collaborative Learning Techniques

Engaged Learning Sampler: Workshop #2
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Purpose

Increase student engagement and success through planning for and implementing effective Collaborative Learning Techniques.

Goals

- Reinforce or gain familiarity with culturally sustaining practices and effective collaboration strategies.
- Identify culturally sustaining and collaborative learning techniques to incorporate in one's own courses.
- Network with other TCU faculty to learn about and share successes with student engagement.



Agenda

Introductions & Overview

Culturally Sustaining Pedagogy

Breakout Rooms: CoLTs: Collaborative Learning Techniques

Team Sharing

Question & Answers

Wrap-Up & Closing Comments



Culturally Sustaining Pedagogy

Definition: CSP seeks to sustain and support students' cultural identities while engaging them academically.

Key Ideas:

- Validates students' languages, traditions, and knowledge systems.
- Avoids assimilation into dominant cultural norms.
- Promotes cultural pluralism and critical consciousness.

Source: Paris, D., & Alim, H. S. (2017). *Culturally Sustaining Pedagogies: Teaching and Learning for Justice in a Changing World*

Shift from Culturally Responsive/Relevant to Culturally Sustaining Pedagogy

CSP emphasizes **the active sustaining and revitalization of students' cultural practices and languages**, especially for communities whose cultures have been historically marginalized or endangered.

Critical Stance Against Assimilation: While culturally relevant and responsive approaches help students adapt and succeed within dominant cultural frameworks, CSP emphasizes that students should not have to **assimilate** into dominant cultures. Instead, CSP pushes for educational systems to be **inclusive and adaptive** to the cultural practices that students bring and identities of who they are, ensuring that their cultures **thrive alongside academic success**.

CSP & Student Engagement Work Hand in Hand

CSP provides a **framework that naturally enhances student engagement** by:

- Creating a learning environment where students feel their identities are valued.
- Offering **cultural content** that ties directly to students' experiences.
- Encouraging active participation through culturally meaningful practices.

This alignment with student engagement strategies ensures that learners feel **validated, seen, and empowered**, which naturally increases their participation, motivation, and achievement.

Example of CSP & Student Engagement Work Hand in Hand

Ex. For example, in Indigenous education, the shift to **culturally sustaining** practices means that the classroom becomes a space where traditional languages, spiritual practices, and community values are **not just mentioned or acknowledged but** are actively integrated and sustained as part of the curriculum. This approach ensures that the education system works **in partnership** with the community's efforts to revitalize its cultural identity.

This includes valuing cultural diversity not just as a bridge to academic success but as an ongoing and evolving part of students' lives that must be sustained and nourished.

Culturally Sustaining Engagement Strategy 1: **Place Based Learning**

Rooted in Community and Environment: This strategy uses the physical environment (such as local geography, ecosystems, and community spaces) and the social and cultural environment (like local history, community traditions, or political dynamics) as a **foundation for learning**. It helps students see the relevance of academic content by connecting it to their immediate world.

Emphasizes Local Contexts: In higher education, it involves integrating the **local region's resources, issues, and cultural knowledge** into the learning process. For example, students in a tribal college might engage with land stewardship practices from their own Indigenous traditions as part of a sustainability course.

Culturally Sustaining Engagement Strategy 1: **Place Based Learning**

- Place-based learning has been shown to increase engagement, academic performance, and cultural pride among Indigenous students. (Source: Gruenewald, D. A. (2003). *The Best of Both Worlds: A Critical Pedagogy of Place*).

Culturally Sustaining Engagement

Strategy 1: Place Based Learning

Incorporate Local Issues into Assignments:

- **Details:** Design assignments where students apply theoretical concepts to **local issues** or challenges in the community. For example, in a sociology class, students could research and analyze the effects of local policies on Indigenous populations, or in environmental science, they could study the ecological impact of development in a nearby area.

Collaborate with Local Experts or Elders:

- **Details:** Invite local leaders, professionals, or Indigenous elders into the classroom to share **local knowledge**, stories, or expertise that complements the academic content. For example, in a history course at a tribal college, you could invite a tribal elder to discuss the local impact of national events on Indigenous communities.

Culturally Sustaining Engagement Strategy 1: Place Based Learning

Place-Based Research Projects:

- **Details:** Ask students to conduct research projects that focus on a **local place or issue**. For example, students could research the history of a local Native American community or explore how climate change is affecting nearby wildlife or ecosystems.

Use the Local Landscape in Examples and Case Studies:

- **Details:** Regularly reference **local geography, cultural sites, or historical events** in classroom discussions and lectures. In a biology class, you might discuss the ecosystem of nearby rivers or forests. In an economics class, you could analyze local businesses or employment trends.

Culturally Sustaining Engagement Strategy 2: **Storytelling**

- Storytelling is an educational strategy that draws from the **Indigenous tradition of oral narratives**, where knowledge, history, and values are passed down through generations. It involves using **narratives and personal experiences** to convey lessons or concepts, fostering a deep connection between the speaker and the listeners.
- In the context of higher education, storytelling can be used to make academic content more **relatable and engaging**, helping students connect emotionally and cognitively with the material.

Culturally Sustaining Engagement Strategy 2: **Storytelling**

Research supports the idea that storytelling enhances **comprehension** and **retention** by making abstract concepts more relatable. Stories activate both cognitive and emotional processes, helping students to not only understand but also remember the material more effectively. According to Archibald's **Indigenous Storywork**, storytelling educates the "heart, mind, body, and spirit" simultaneously, creating a holistic learning experience that aligns with Indigenous ways of knowing.

Source: Archibald, J. (2008). *Indigenous Storywork: Educating the Heart, Mind, Body, and Spirit*. Vancouver: UBC Press.

Culturally Sustaining Engagement Strategy 2: **Storytelling**

Link Course Content to Indigenous Stories

- **Details:** Integrate Indigenous stories or myths into the curriculum to explain or illustrate key concepts. For example, in a literature class, you could introduce traditional creation stories and analyze their themes, comparing them to Western literary traditions.
- **Why it works:** This approach helps to **decolonize the curriculum** by centering Indigenous epistemologies and validating oral traditions as a form of academic knowledge. It also provides students with a broader understanding of storytelling as a universal mode of learning.

Encourage Students to Share Their Own Stories:

- **Details:** Create opportunities for students to share their own narratives as part of their learning. This could take the form of **story circles**, where each student shares a personal experience that relates to the lesson. For example, in a sociology class on identity, students might share stories about their experiences with race, culture, or family traditions.
- **Why it works:** This not only builds **community** within the classroom but also allows students to link their **personal experiences** to academic theory. It helps them see the relevance of their own lives to the subject matter and ~~strengthens their connection to the material.~~

Culturally Sustaining Engagement Strategy 2: **Storytelling**

Use Storytelling in Assignments:

- **Details:** Assign reflective or creative projects where students have to write a story that demonstrates their understanding of a topic. For example, in a health sciences course, students could write a narrative about how health practices in their community have evolved, combining their own experiences with the research they've studied in class.
- **Why it works:** Writing personal narratives helps students to **synthesize information** in a meaningful way. It promotes deeper thinking, as students must reflect on how the academic content connects to their lived experiences or the broader community context.

Culturally Sustaining Engagement

Strategy 3: **Decolonizing the Curriculum**

- Decolonizing the curriculum refers to the process of **challenging and transforming traditional, Eurocentric educational practices** by including diverse knowledge systems, particularly Indigenous perspectives, and by questioning dominant cultural narratives.
- It aims to create a more **inclusive and equitable learning environment** by making space for the voices, histories, and experiences that are often marginalized or overlooked in traditional academic settings.

Culturally Sustaining Engagement Strategy 3: **Decolonizing the Curriculum**

- Research shows that **inclusive curricula** that reflect the cultural backgrounds and experiences of students can significantly increase student **engagement and achievement**. When students see themselves in the material, they are more likely to connect with it and feel that their identities and communities are valued in the academic space.
- **Source:** Paris, D. & Alim, H. S. (2017). *Culturally Sustaining Pedagogies: Teaching and Learning for Justice in a Changing World*. New York: Teachers College Press.

Culturally Sustaining Engagement Strategy 3: Decolonizing the Curriculum

Replace Eurocentric Readings with Diverse Perspectives:

- **Details:** Instead of solely relying on Western, Eurocentric scholars or texts, include **readings from Indigenous authors** and other underrepresented voices. For example, if you're teaching a history course, you could replace a traditional textbook chapter on the "discovery" of the Americas with readings from Indigenous historians who provide a **counter-narrative** to the colonial perspective.
- **Why it works:** This approach not only broadens the students' understanding of the topic but also validates the **experiences and identities** of Indigenous students by showing that their communities' stories matter in academic spaces. It also challenges non-Indigenous students to engage with perspectives that they might not have encountered before, deepening their critical thinking.

Culturally Sustaining Engagement Strategy 3: Decolonizing the Curriculum

Address Colonial Power Structures in Course Content:

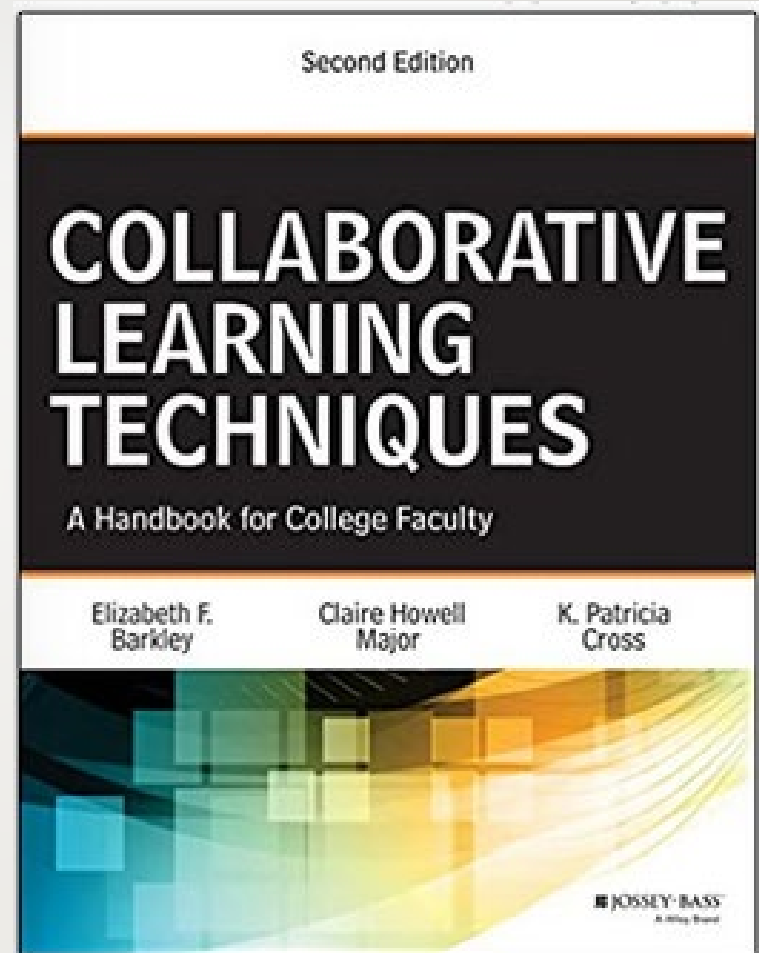
- **Details:** When teaching subjects like history, literature, or anthropology, critically examine how colonial power structures have shaped the content and the way it has traditionally been taught. For example, in a history class, explore how colonialism has influenced the way events are recorded and remembered, and discuss how Indigenous perspectives on those same events may differ.
- **Why it works:** This approach encourages students to think critically about **who controls knowledge** and **whose stories are told** in academic settings. It pushes students to recognize the **biases inherent in traditional curricula** and to seek out multiple perspectives in their learning.

Decenter the Instructor as the Sole Knowledge Holder:

- **Details:** Shift the classroom dynamic by recognizing that knowledge is co-constructed. Encourage **student-led discussions** or projects where students bring their own cultural backgrounds and experiences into the learning process. For instance, in a literature class, you could assign students to find and present on **authors from their own cultural background**, sharing how those works connect to the course material.

35 CoLTs

- Discussion
- Reciprocal Teaching
- Problem-Solving
- Graphic Organizer
- Writing
- Games



Collaborative Learning: Grounded in Social Constructivism

- Knowledge and learners are interdependent - embedded within history, context, culture, language and experience
- Reality is produced and understood through interchanges between people, shared objects, and activities
- Individuals make and experience meaning together
- Occurs when students and faculty work together to create knowledge
- People make meaning together and are enriched by and growth through the process

Collaborative Learning: Rationale


- Students learn by integrating new information into their existing understanding
- Students learn through scaffolded activities
- Students learn through imitating others
- Student learn through interacting with others
- Students learn when they seek understanding

Collaborative Learning: Promotes & Improves Learning

- Collaborative learning correlates positively with cognitive learning outcomes
- Collaborative learning correlates positively with student engagement, attitudes, persistence, and personal development
- Collaborative learning is good educational practice
- Collaborative learning is beneficial for a wide range of students
- Collaborative learning is valued by both students and teachers



Talking Circles

- A respectful approach to talking with others that provide a sense of communion and interconnectedness.
 - Everyone has their turn to speak and all voices are heard.
 - Encourage dialogue, respect, the co-creation of learning, and social discourse.
 - Originated with First Nations leaders as a process to ensure that all leaders in the tribal council were heard and those who were speaking were not interrupted.
 - Adaptable to any circle of people who need to discuss topics, learn about themselves and others, or make decisions together.
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Talking Circle Protocol

- Introduce yourself to the members of the group if you do not know one another.
- Each person has a turn to speak while everyone else listens.
- The person who is talking speaks from the heart until they are finished, being respectful of time.
- Those who are listening, do so with their full attention in a respectful manner.
- Sharing is done in a clockwise direction, and it is okay to pass.
- Only after each person has shared are questions asked for clarification or acknowledgements offered.
- What is said in the circle stays in the circle.

Today's Breakout Room Talking Circle Procedure

Round 1: Introductions & Background Information (5 min)

- Each team member quickly introduces themselves, then silently reads CoLTs for the group.

Round 2: CoLTs & Culturally Sustaining Pedagogy (5 min)

- Each team member shares a CoLT and how it supports culturally sustaining pedagogy.

Round 3: Open Discussion: Key Takeaways, Comments and/or Questions (5 min)

- Select a reporter. The reporter will have 1-2 minutes to share your groups key takeaways with the larger group.

COLTs Discussion and Team Sharing

Breakout Room Buzz Groups: Categories of Collaborative Learning Techniques

- Discussion CoLTs - Breakout Room #1
- Reciprocal Teaching CoLTs - Breakout Room #2
- Problem-Solving CoLTs - Breakout Room #3
- Graphic Organizer CoLTs - Breakout Room #4
- Writing CoLTs - Breakout Room #5
- Games CoLTs - Breakout Room #6

Resource Documents:

[CoLTs Quick Reference](#)

[Breakout Room Discussion](#)

[Guidelines](#)

Discussion COLTs - Breakout Room 1 & 7

Techniques

- Think-Pair-Share (1)
- Round Robin (2)
- Buzz Groups (3)
- Talking Chips (4)
- Three-Step Interview (5)
- Critical Debate (6)

Setting

- Face to Face
- Video Conference
- Learning Management System
- Synchronous/Asynchronous

Technology Tools

- Meeting Rooms
- Chat
- Shared Doc, Sheet or Slide
- Forum Discussions
- Mentimeter
- Padlet
- Other

Reciprocal Teaching COLTs - Breakout Room 2 & 8

Techniques

- Note-Taking Pairs (7)
- Learning Cell (8)
- Fishbowl (9)
- Role-Play (10)
- Jigsaw (11)
- Test-Taking Teams (12)

Settings

- Face to Face
- Video Conference
- Learning Management System
- Synchronous/Asynchronous

Technology Tools

- Meeting Rooms
- Chat
- Shared Doc, Sheet or Slide
- Forum Discussions
- Wiki
- [SWAY - Office 365](#)
- [STREAM - Office 365](#)
- [Animoto](#)
- [Loom](#)
- [Voki](#)
- Other

Problem-Solving COLTS - Breakout Room 3 & 9

Techniques

- Think-Aloud Pair Problem-Solving (13)
- Send-A-Problem (14)
- Case Study(15)
- Structured Problem-Solving (16)
- Analytic Teams (17)
- Group Investigation (18)

Setting

- Face to Face
- Video Conference
- Learning Management System
- Synchronous/Asynchronous

Technology Tools

- Meeting Rooms
- Chat
- Shared Doc, Sheet or Slide
- Forum Discussions
- [SWAY or TEAMS - Office 365](#)
- [Canvastera](#)
- [VoiceThread](#)
- [StormBoard](#)
- Other

Graphic Organizer COLTS - Breakout Room 4 & 10

Techniques

- Affinity Grouping (19)
- Group Grid (20)
- Team Matrix (21)
- Sequence Chains (22)
- Word Webs (23)

Setting

- Face to Face
- Video Conference
- Learning Management System
- Synchronous/Asynchronous

Technology Tools

- Meeting Rooms
- Chat
- Shared Doc, Sheet or Slide
- Forum Discussions
- Wiki
- Whiteboard
- Diagrams.net (Draw.io) - G-Suite Add-on
- MindMup2 - G-Suite Add-on
- [Office Timeline](#)
- [Canva](#)
- Other

Writing COLTS - Breakout Room 5 & 11

Techniques

- Dialog Journals (24)
- Round Table (25)
- Dyadic Essays (26)
- Peer Editing (27)
- Collaborative Writing (28)
- Team Anthologies (29)
- Paper Seminar (30)

Setting

- Face to Face
- Video Conference
- Learning Management System
- Synchronous/Asynchronous

Technology Tools

- Meeting Rooms
- Chat
- Shared Doc, Sheet or Slide
- Forum Discussions
- Wiki
- Workshop Activities
- [One Note - Office 365](#)
- [Diigo](#)
- [Prezi](#)
- Other

Games COLTS - Breakout Room 6 & 12

Techniques

- Team Scavenger Hunt (31)
- Quizo (32)
- Friendly Fued (33)
- Team Jeopardy (34)
- Teams Games Tournaments (35)

Setting

- Face to Face
- Video Conference
- Learning Management System
- Synchronous/Asynchronous

Technology Tools

- Meeting Rooms
- Chat
- Shared Doc, Sheet or Slide
- Forum Discussions
- Wiki
- [Kahoot!](#)
- [Study Stack](#)
- [Quia](#)
- [Jeopardy Labs](#)
- Other

CSP & CoLTs CONSIDERATIONS

- Less is More
- Identify resources and techniques that support student learning outcomes
- Identify the best activities and tools to support your outcomes
- Create Routines
- Establish a consistent format or routine that supports your purposes
- Keep it Simple
- Teach students how to use techniques and technology tools for collaboration, then allow them to construct knowledge and skills together



Q&A and Final Comments

Thank you for your attention and contributions to this session.

Pilamaya ye!