

The Instructional Technology Group
Harvard DCE

Making Collaboration Click

Teaching with Feedback Fruits

Presented by Joanna Do
Instructor Development Week 2026



Meet Our Great Team

Technology is here to **enhance**
your teaching. (not inhibit)

teach.dce.harvard.edu/itg —————



Sarah Ledoux

Manager of Instructional
Technologies



Joanna Do

Sr. Instructional Technology
Consultant



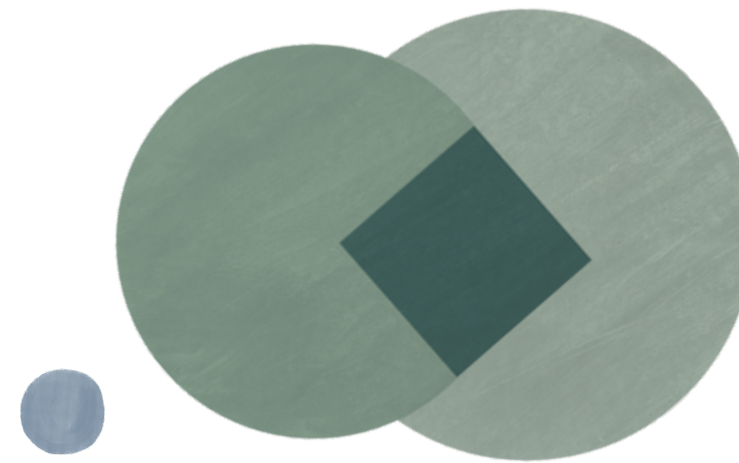
Courtney Leigh Cox

Instructional Technology
Support Consultant



Liz Tokar

Web Development Project
Manager

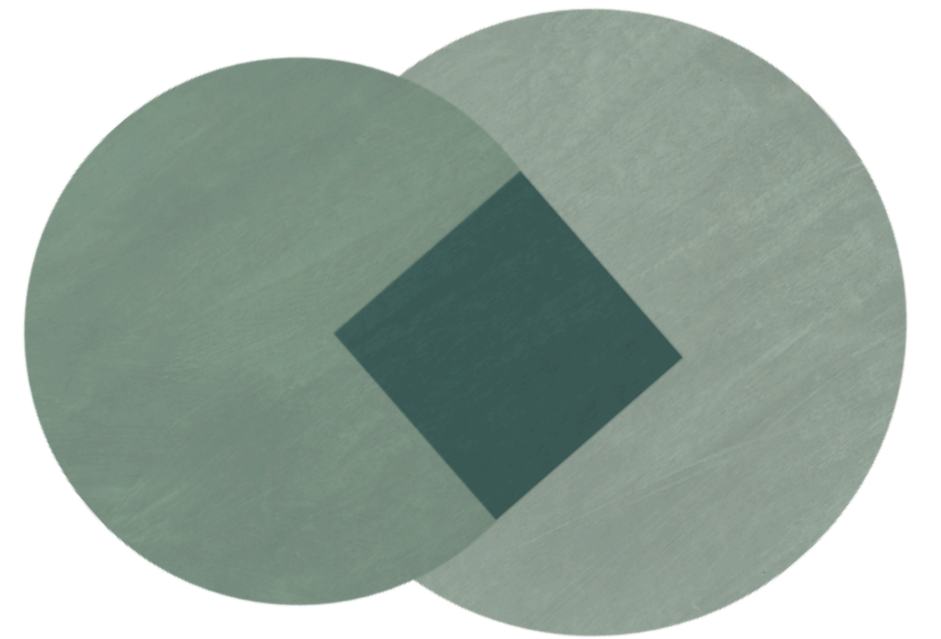
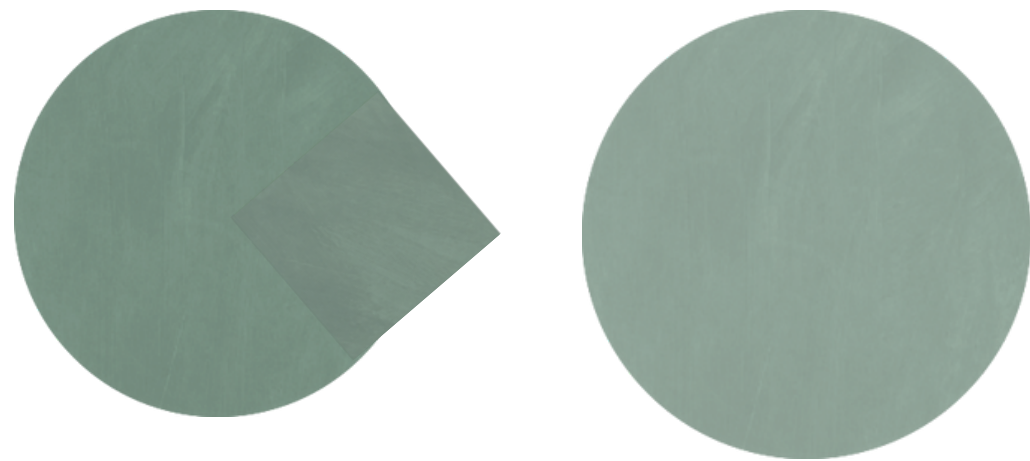


“Alone we can do so little; together we can do so much.”

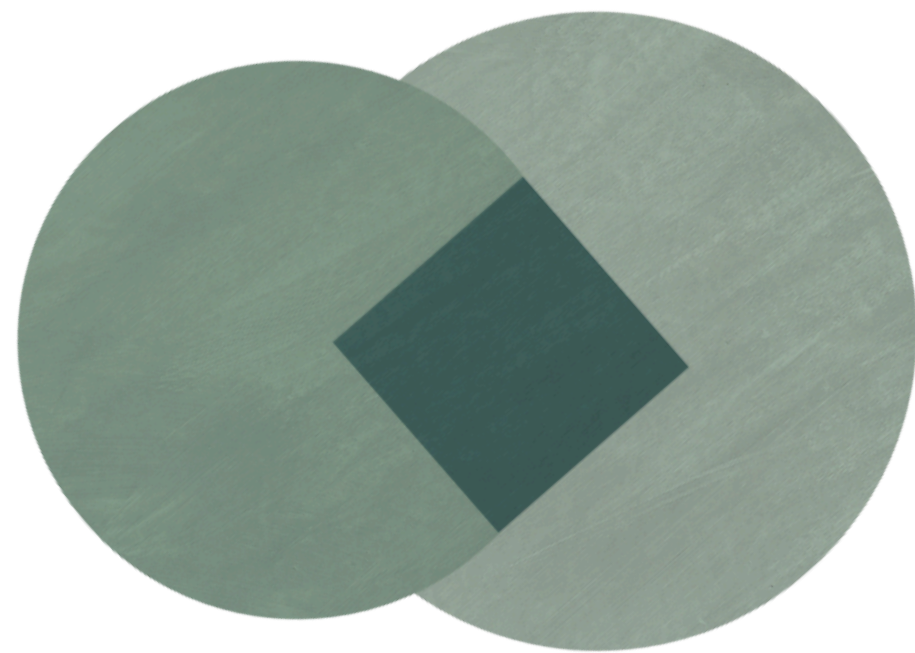
— Helen Keller

Making Collaboration Click

Teaching with Feedback and Reflection



Why Collaboration, Why Now?



Adult Learners
Learn Differently

01

Relevant

02

Problem-centered

03

Self-directed

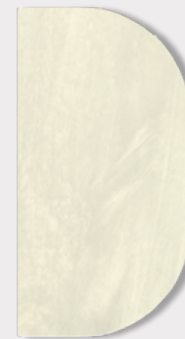
04

Respectful of experience

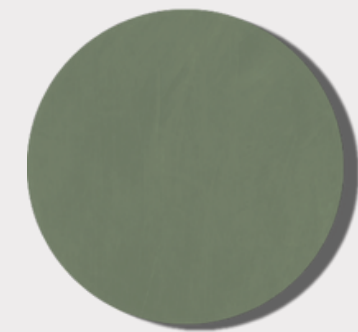
Learning Happens Between People



Dialogue

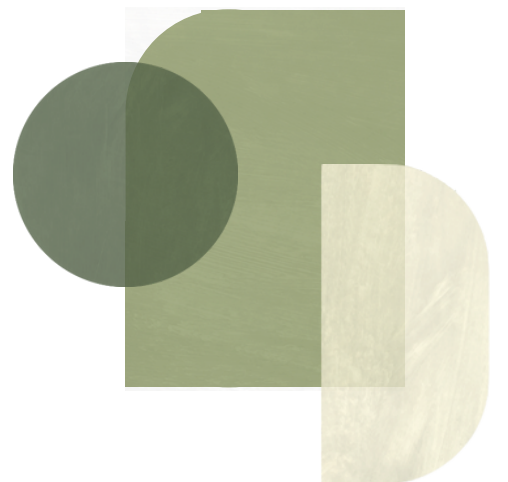


**Negotiation of
meaning**



**Exposure to
different
perspectives**

Students learn by giving feedback, not just receiving it



37,422

higher-education
students included in a
meta-analysis
demonstrate that
cooperative and
collaborative learning
formats improve
academic outcomes.

Lundstrom & Baker (2009)

17

institutions found that
collaborative learning
had a statistically
significant and
positive influence on
students' academic
motivation

Gilley & Clarkston (2014)

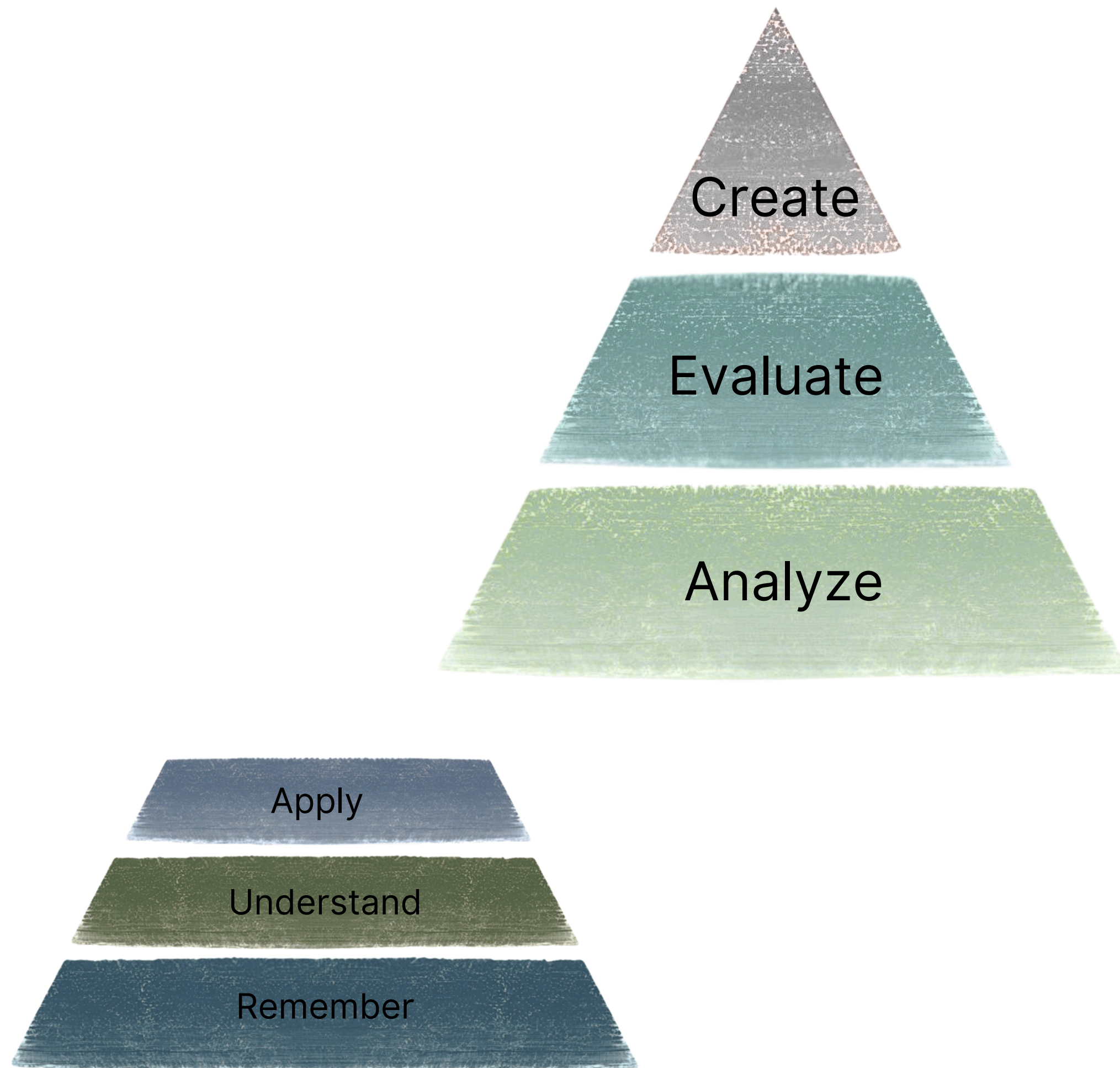
96 %

of employers said it is
useful for graduates to
develop the ability to
engage in constructive
dialogue and work with
others

2025 AAC&U Employer Survey

Proof: Collaboration Improves Learning

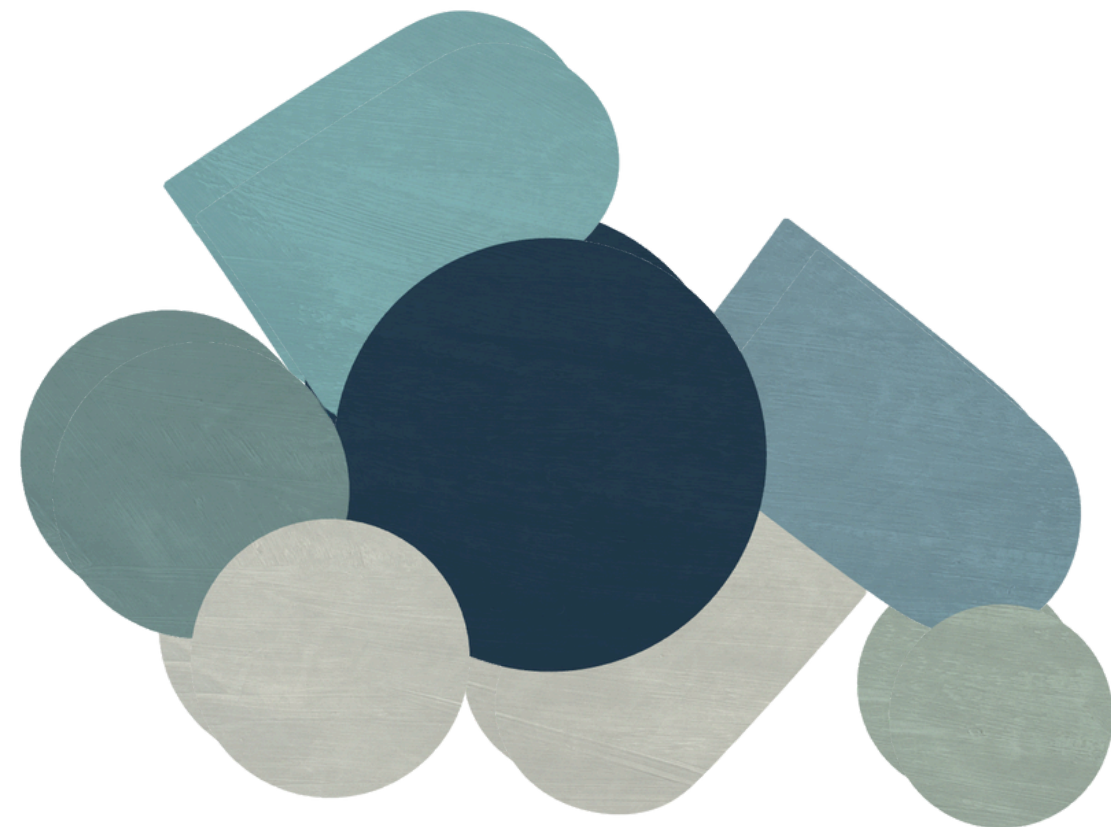
Students learn more when they engage with each other's thinking.



Collaboration Is Higher-Level Learning

Well-designed collaboration
moves students into the highest
levels of cognition.

Where Collaboration Breaks Down



“

This feels like busywork

Group work feels unfair.

It takes too much time.

**Students don't know how to
give good feedback**

”

Reflection : A Missing Piece

“We do not learn from experience alone... we learn from reflecting on experience.”

— **John Dewey**

Read

- *Open* the feedback
- *Look* at it (not just scanned)
- *Recognize* what comments exist and where they came from.

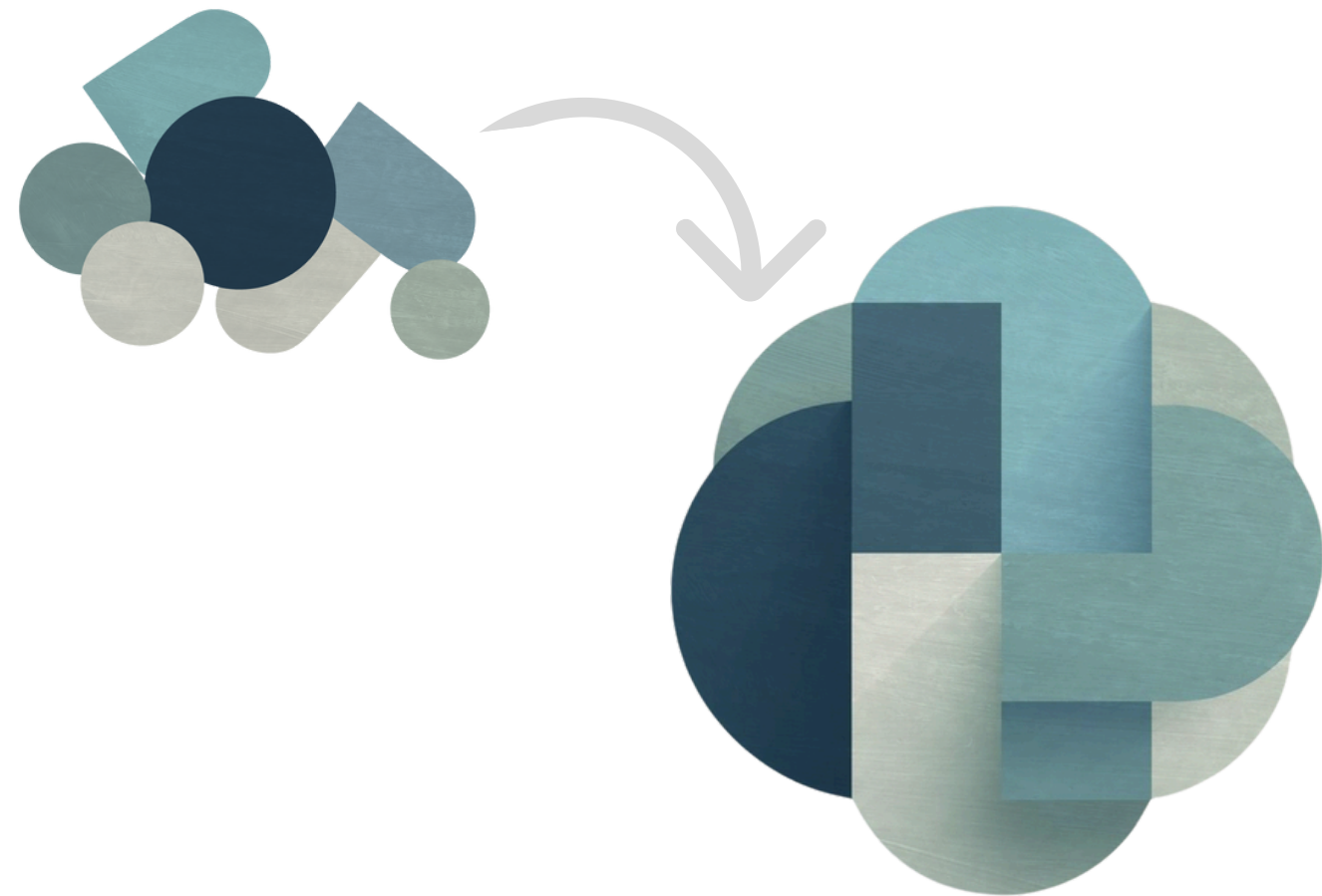
Interpreted

- *What* they changed
- *Why* they changed it
- *What* they will do differently next time

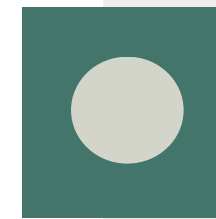
Acted upon

- *Which* feedback is most relevant
- *Where* feedback conflicts
- *What* to prioritize

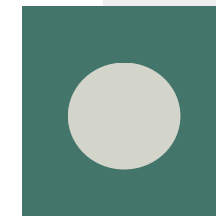
When Collaboration Clicks



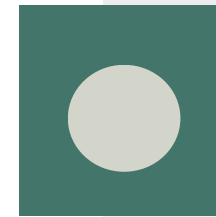
Success when
there is:



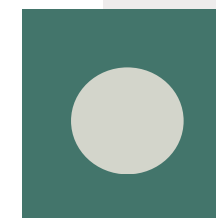
Clear criteria



Guided feedback



Reflection



Iteration



A Structured Feedback Loop

structured collaboration
supports learning

teach.dce.harvard.edu/itg

FeedbackFruits

Scale meaningful interaction by guiding students to give evidence-based feedback, reflect on what they receive.



**Peer
Review**

**Group
Member
Evaluations**



FeedbackFruits



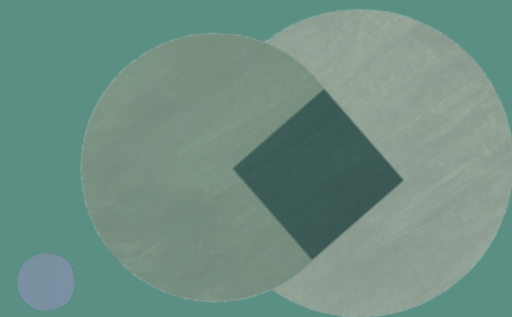
Peer Review



Group Member Evaluation: Learning Over Time

“Assessment should be formative whenever improvement is still possible.”

— **Black & Wiliam (1998)**



FeedbackFruits



Group Member Evaluations



Grading Feedback Without Fear

Grade

- Evidence of engagement
- Quality of interpretation
- Clarity of intended action

Don't Grade

- Agreement with feedback
- Emotional response
- “Correctness” of reflection

Design Principles You Can Use Anywhere

- Structure feedback
- Make criteria explicit
- Include reflection
- Repeat feedback cycles
- Grade the process





Collaboration is
teachable



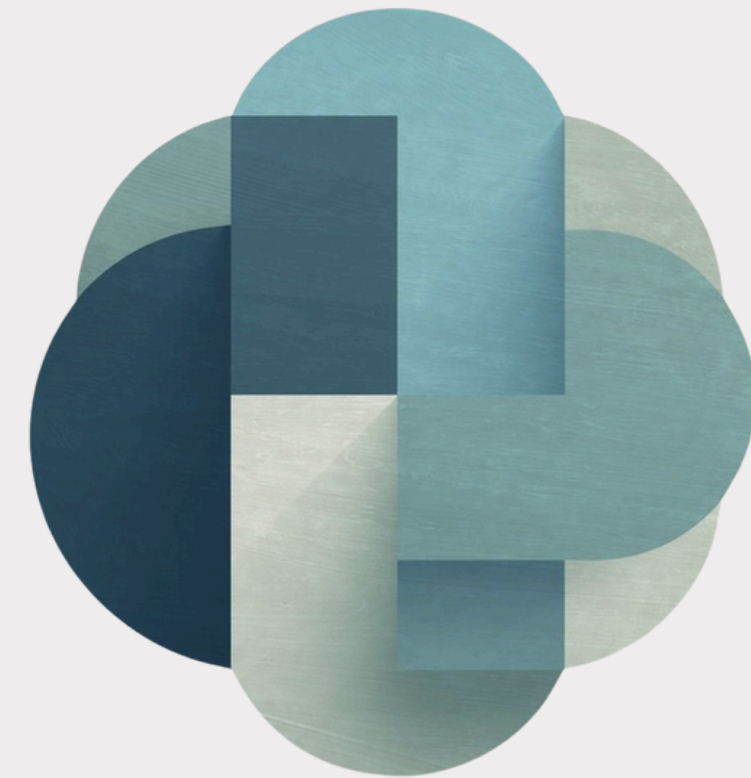
Feedback is learnable



Reflection makes
learning stick



What I Hope Clicks for You





Sarah Ledoux



Joanna Do



Cortney Leigh Cox



Liz Tokar

The Instructional Technology Group



**Connect
with Us**



teach.dce.harvard.edu/itg



**We're here
to help**



dce_instructionaltechnology@fas.harvard.edu