

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 —



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Manager of Instructional
Technologies



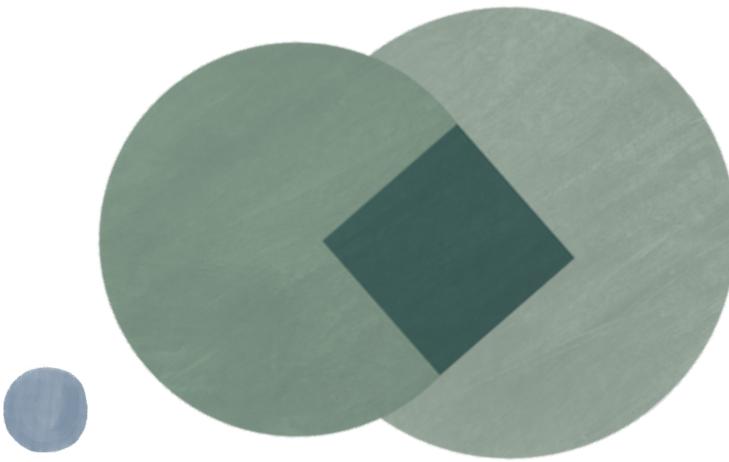
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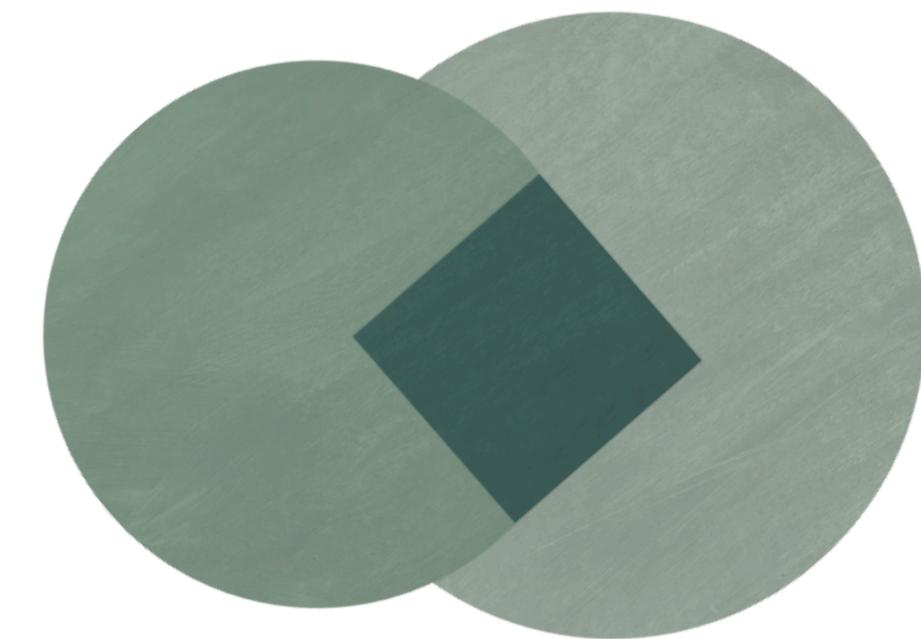
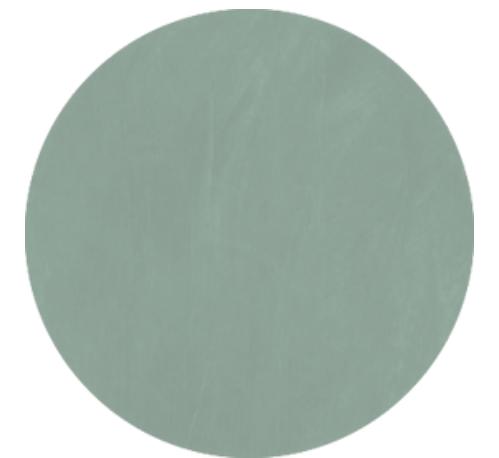
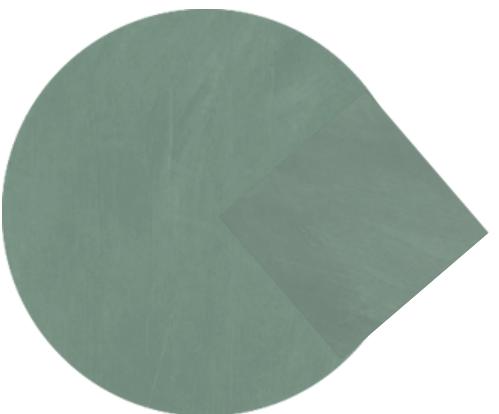


“Alone we can do so little; together we can do so much.”

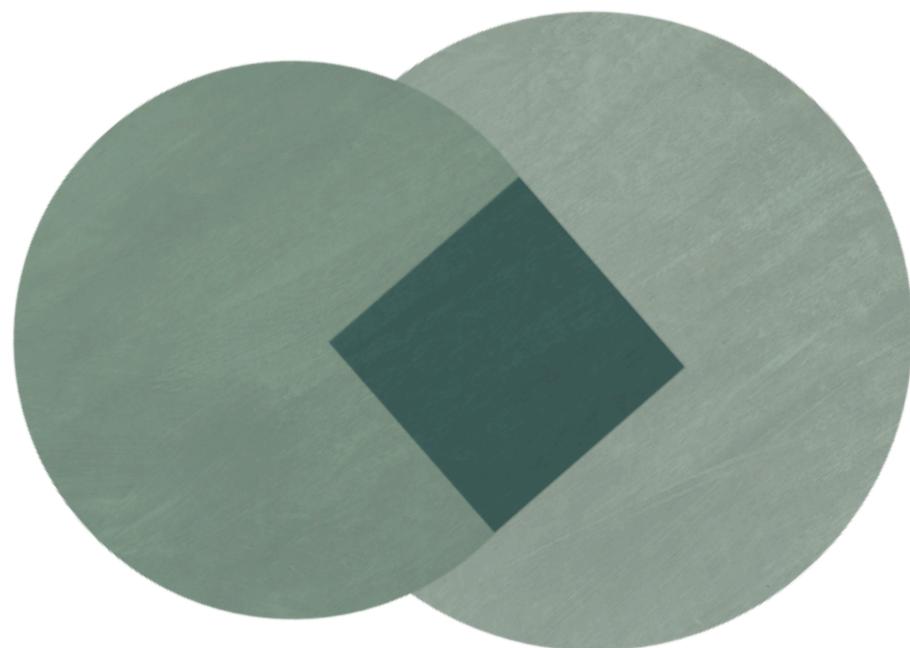
— Helen Keller

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

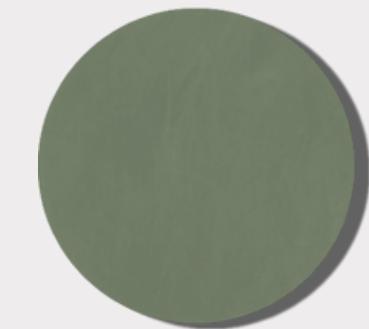
Learning Happens Between People



Dialogue

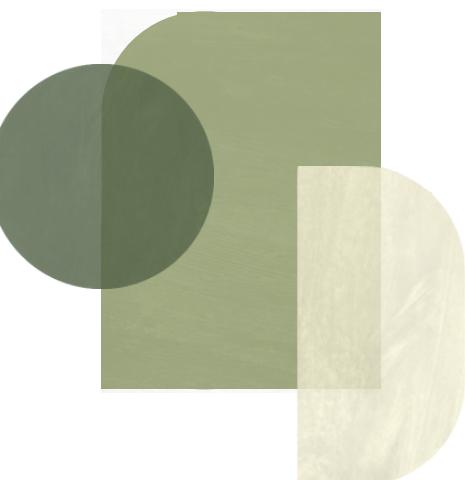


**Negotiation of
meaning**



**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)

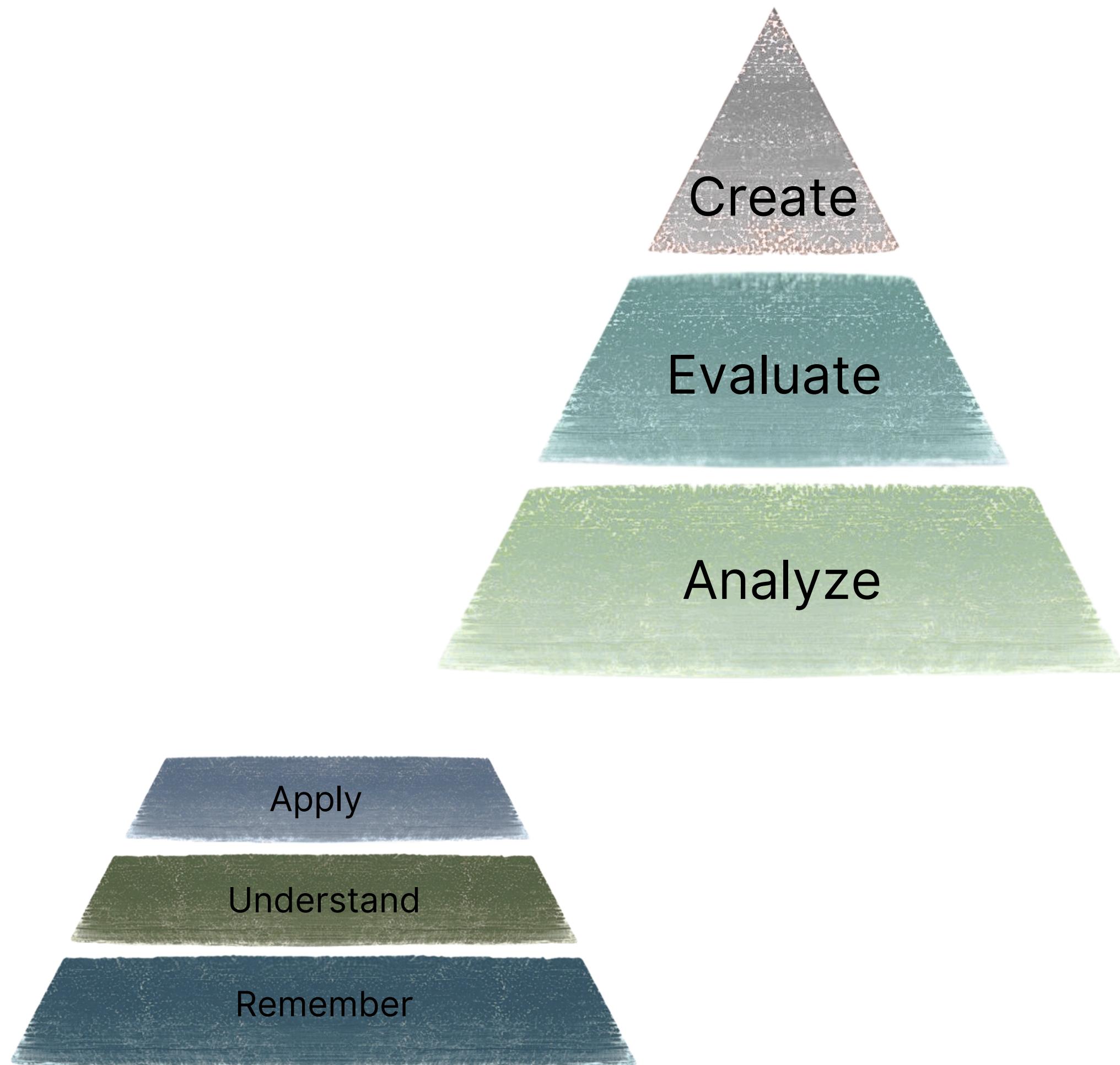
96 %

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

Interpreted

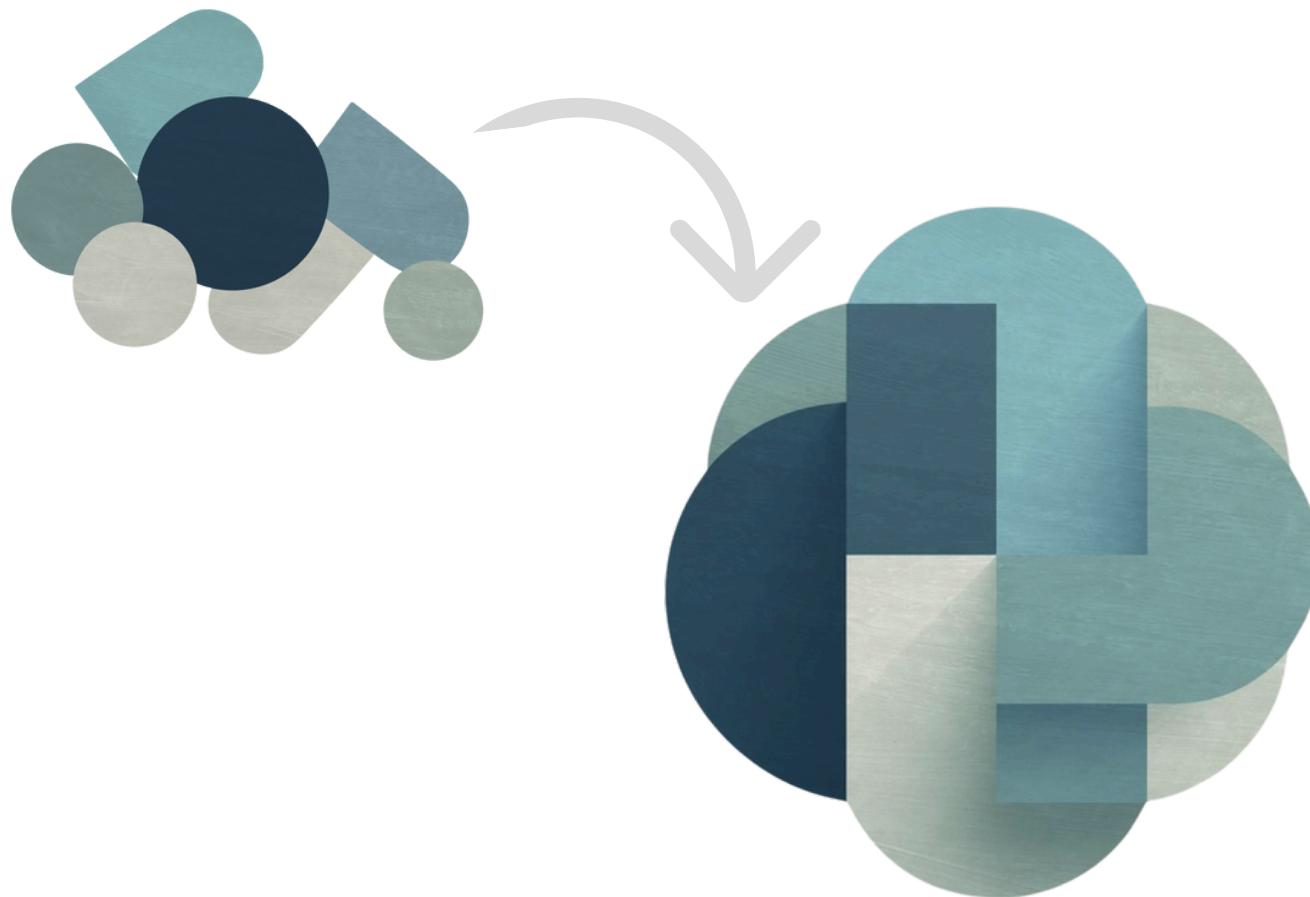
Acted upon

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

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

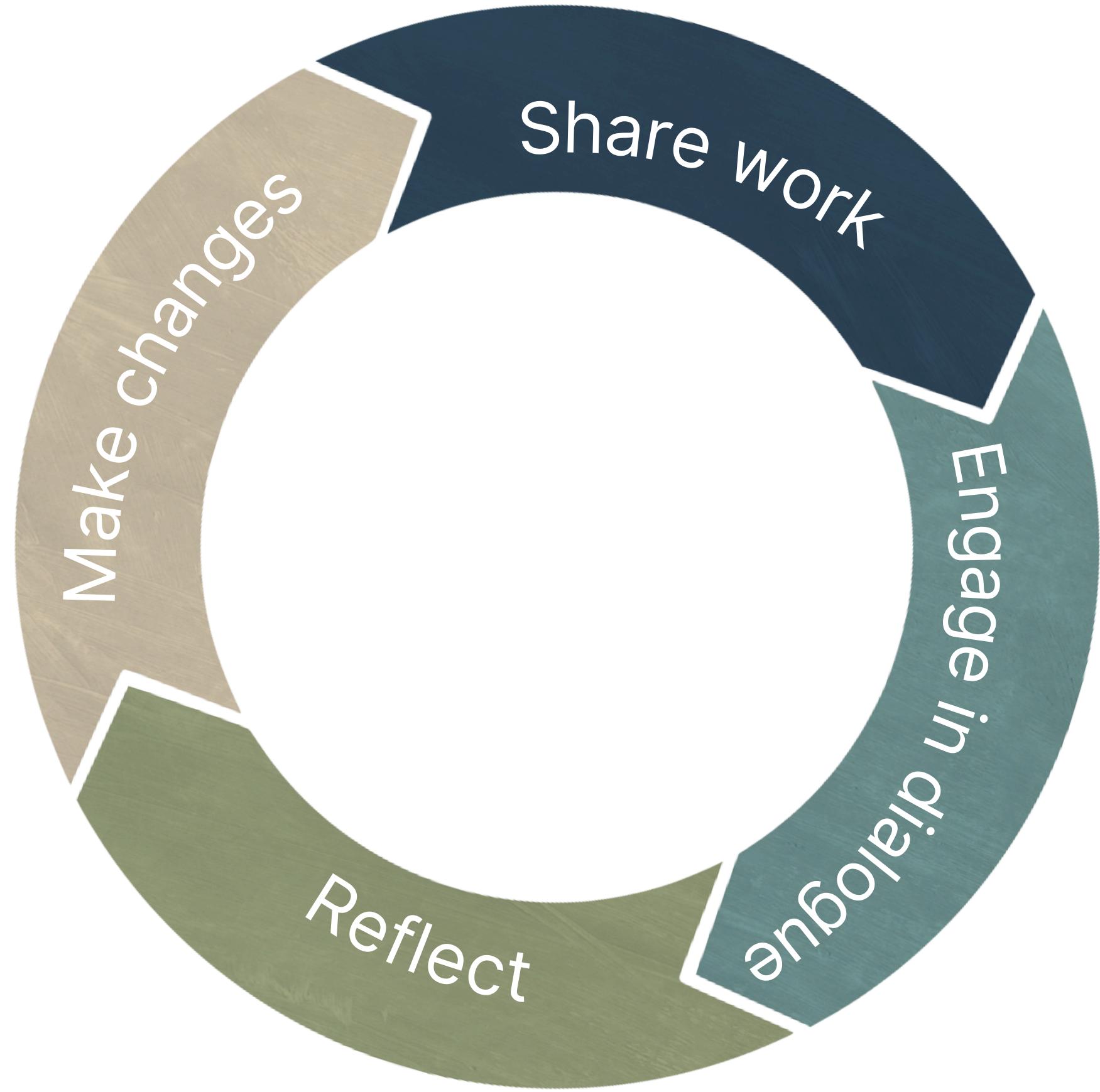
- Which feedback is most relevant
- Where feedback conflicts
- What to prioritize

When Collaboration Clicks



Success when
there is:

- Clear criteria
- Guided feedback
- Reflection
- Iteration



A Structured Feedback Loop

structured collaboration
supports learning

FeedbackFruits

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



**Peer
Review**

**Group
Member
Evaluations**



FeedbackFruits



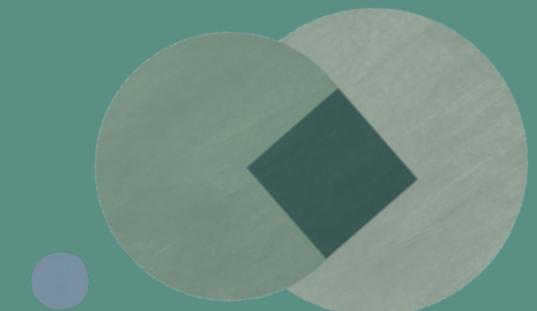
Peer Review



Group Member Evaluation: Learning Over Time

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

— Black & Wiliam (1998)



**Evidence-based
Criteria**



**Midpoint
feedback**



**Opportunity to
improve**



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

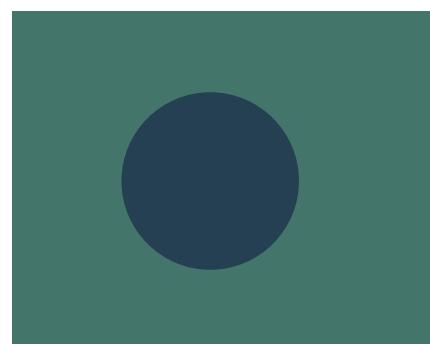
Design Principles You Can Use Anywhere

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





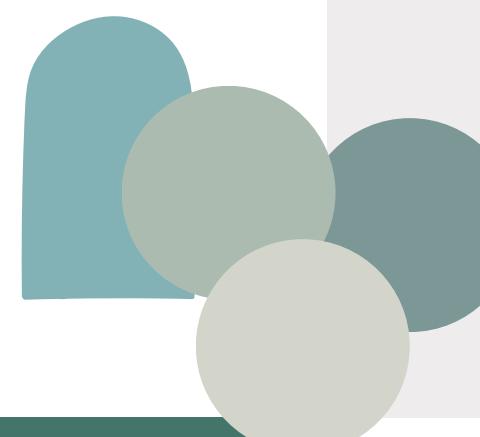
Collaboration is
teachable



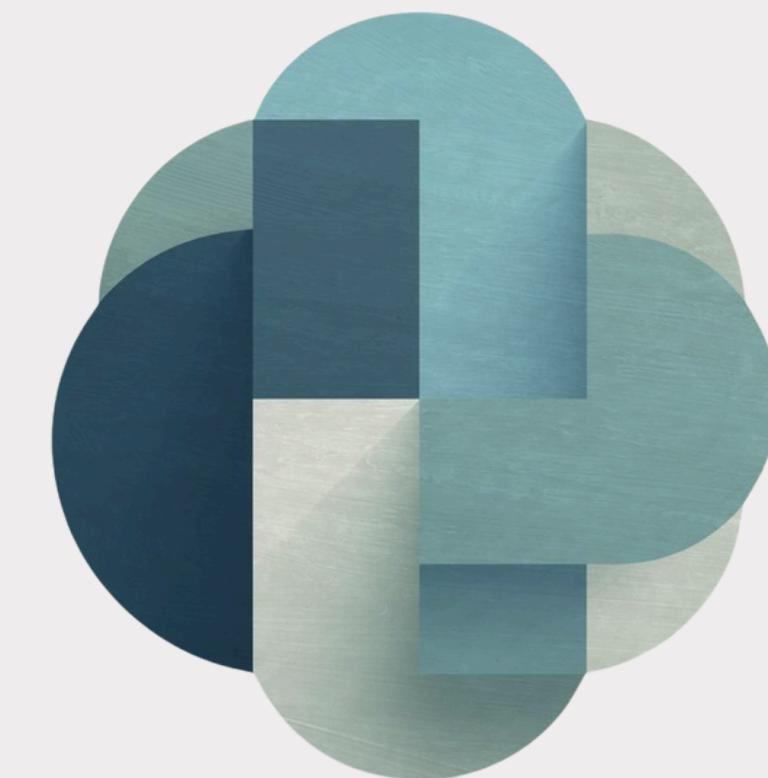
Feedback is learnable



Reflection makes
learning stick



What I Hope Clicks for You



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**Connect
with Us**



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**We're here
to help**



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