Seven Types of Good Practice Goals for Feedback

Feedback (Nicol and Milligan, 2008)	Application to Screencasting (Howard, 2012)
Helps clarify what good performance is (goals, criteria, expected standards)	Student can see and hear their assignment compared side-by-side with grading rubrics
Facilitates the development of reflection and self-assessment in learning	Students can play, re-play, and share feedback to deepen understanding of learning outcomes
Delivers high quality information to students about their learning	Increases depth and breadth of qualitative feedback with up to 5 min of recording length
Encourages teacher and peer dialog around learning	Allows for personalization during narration, including explicit coaching to students inviting further discussion
Encourages positive motivational beliefs and self-esteem	Qualitative feedback provides meaning behind grade; instructors can reinforce what was successful
Provides opportunities to close the gap between current and desired performance	Direct comparisons with rubric using audio and visual feedback
Provides information to teachers that can be used to help shape the teaching	Students respond positively to receiving screencast feedback as a learning tool