In the spring and summer of 2012 a task force led by Dave King, Associate Provost, OSU Extended Campus, was charged with “developing a list of (no more than 10) functional expectations our campus has for the process of teaching and learning. These expectations were gathered in a series of listening sessions and a survey conducted with teaching faculty and students.

The following is a list of the teaching and learning expectations. Expectations contain examples and/or negative examples, the latter of which we hope provide insight into the importance of the expectation.

1. **Frequent feedback**: Students should receive frequent and timely feedback so that they can gauge learning and make adjustments incrementally.
   - Example: Early drafts built into writing assignments
   - Example: Performing test autopsy to understand where students failed to respond correctly
   - Example: Online quizzing or in-class clicker quizzes

2. **Frequent interaction with other students and faculty**: Learning is a social process and thus occurs through meaningful, deliberate interactions in classrooms, out of class work, and co-curricular experiences.
   - Example: Collaborative and group work
   - Example: The “flipped classroom”: content delivered outside class; in-class interactive activities
   - Example: Office hours; student/teacher conferences for projects/assignments

3. **Flexible and adaptive learning environments**: Learning environments should appropriately adapt and respond to diverse and evolving student needs. This includes instructional space (on-site or online) that accommodates different teaching approaches and learning assignments—as well as instructional design that take into account the diverse needs and goals of students.
   - Example: Assignments that differentiate learning goals between majors and non-majors as appropriate
   - Example: Learning management systems with built-in flexibility
   - Negative example: Classrooms with fixed seats and one forward orientation

4. **Active learning**: Students should engage with course content to problem-solve and construct meaning. This is to be distinguished from the relatively passive knowledge-recipient mode of traditional lectures.
   - Example: Students grapple with case studies
   - Example: Students turn to their neighbor and identify the main idea or most challenging concept discussed in class
   - Example: Authentic research projects
• Example: Field work and interaction with communities
• Example: Clickers and pre-lecture online quizzing

5. **Clear articulation of expectations**: Students and faculty should have a shared understanding of learning outcomes and how course (or co-curricular experience) components align with and contribute to these. Additionally, students and faculty should have a shared understanding of performance standards.

• Example: Providing models and rubrics for successful student work
• Negative example: “I don’t know how to describe excellent work for this assignment, but I know it when I see it.”

6. **Teaching for transfer and integration**: Students create transferrable skills and knowledge and make connections between different learning experiences. Students think beyond the midterm or final to how learning will be extended to other courses and learning experiences. This includes making connections across disciplines and transferring knowledge and skills to co-curricular experiences on campus and beyond

• Example: Experience with professional practice and authentic contexts
• Example: Vertical integration across a given curriculum from introductory to advanced studies; or horizontal integration across different disciplines or areas of the Baccalaureate Core

7. **Teaching that fosters reflection and the development of metacognition**: Curriculum, pedagogy, and technology require students to become self-guided learners who recognize what they know and don’t know and to develop as increasingly effective and independent learners.

• Example: Adaptive quizzing that requires students to rate their confidence in their answers prior to submitting answers
• Example: Through conversation with peers in the Writing Center, a focus on the writing/learning process (as opposed to just product) develops metacognition and reflection.

8. **Access to reliable and consistent technology**: In order to deliver high-quality instruction and co-curricular experiences, faculty and students need classroom technologies to be consistent and reliable.

• Negative example: Not all classrooms have the same equipment.
• Example: Effort to streamline clickers
• Example: Reliable infrastructure (so that Blackboard does not go down)

9. **Access to fill in gaps in prior knowledge**: Academic support services and disciplinary review materials are available in recognition of differing levels of student preparedness and natural gaps in prior knowledge. This applies equally to technology literacy gaps for students and faculty.
• Example: New ALECKS math placement test system with tutorials and interactive materials for review and brush-up
• Example: TAC online tutorials and webinars
• Example: Access to course material from prior courses or prerequisites for brush-ups on content
• Example: Writing Intensive Curriculum writing guides
• Example: Student access to Blackboard for a class completed several quarters prior.