



# THE DREXEL CULTURE

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HOW DOES IT IMPACT  
TEACHING?



# THE QUARTER SYSTEM

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- Quarters are generally 10 weeks although Fall Quarter may be 11.
- This puts pressure on faculty and students in terms of student learning.
- There is a temptation to wait till the midterm for summative assessment.
- Please recognize that this will limit the opportunities for:
  - a) you to recognize areas that may not be clear;
  - b) students to address areas they need to improve.



# THE QUARTER SYSTEM cont.

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- Since maximizing student learning is a primary goal of all teaching, assessment should ideally be done early and often.
- Formative assessment can include a variety of techniques indicated on the DCAE Teaching Tips Guide.



# CoOp

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- The CoOp experience is a main reason students indicate for selecting Drexel.
- It provides a dimension to their learning that moves it outside the classroom.
- Nonetheless, it also can influence the transmission of knowledge and skills.
- Especially when learning new subjects outside their majors retaining information over long breaks may be difficult.



## CoOp cont.

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- If you are teaching a sequence course, you may wish to see when your students took the prior courses in the sequence.
- You may also wish to give a short quiz in the first class that measures prior knowledge.



# Professional Orientation

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- This is more apt to arise as a potential problem for courses outside the students' majors.
- As faculty strongly linked to our own disciplines, we may believe that what they contain is vital to all college students.
- It is helpful to explain to your students why and how.



# Professional Orientation cont.

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- For example, what is it in Anthropology that is of benefit to engineers, designers, health professionals, corporate executives? If you don't want to use valuable class time, do a short fact sheet that you can go over on the first day of class.