

The Practitioner as Instructor: Teaching as a Non-Professional Educator

Moderator – Ben Tafoya, Walden University

Panelists –

Michael Williams; City of St. Cloud, MN

Tracy Reveal; Superintendent Ohio Rehabilitation
and Corrections

Andy Dorr; Franklin University

Patrick Brobeck; Franklin University

Background for the Panel

In Public Administration we value the practitioner in the classroom

Many of us are not trained educators

What do we need to know, or not, to be more effective in the classroom?

Questions for the Panel Discussion, Part I

- What was your professional background when hired as an instructor?
- What was your educational background when hired?
- Were you hired as full-time or part-time?
- What course(s) were you hired to teach?

Questions for the Panel Discussion, Part II

- What format was the course(s) delivered?
- How would you categorize the experience?
- Did the experience improve with repetition of the course(s)?
- What skills could have been developed prior to the class that would have made for a stronger experience?

Challenges and Thoughts

- What do practitioners offer in the classroom?
- How does that fit into “successful classroom management”?
- Do faculty need coaching on time management (Sorcenelli 1994)?
- How best to mentor new faculty, develop collegial relations and provide evaluation (Sorcenelli 1994)?
- How to encourage engaged learning by students (Agrawal 2015)?
- Scholar-practitioner model also common in Education and Medicine (Hovannesian 2013).
- Should professional development be required (Webb, et al 2013)?