

Sandy Jean Hicks
Associate Professor
Elementary Education

University of Rhode Island
School of Education
Kingston, RI, 02881-0801
Telephone: (401) 874-5976
E-Mail: sjhicks@uri.edu

Academic Degrees

B.A. 1987 University of California, San Diego; Sociology
Minor: Teacher Education
Ph.D. 1993 University of Arizona; Language, Reading and Culture
Minor: Multicultural Education

Professional Experience

7/1999 – Present Associate Professor of Elementary Education, School of Education, College of Human Science and Services, University of Rhode Island
7/1993 - 6/1999 Assistant Professor of Elementary Education, Department of Education, College of Human Science and Services, University of Rhode Island.
7/1992 - 6/1993 Research Consultant for the Tucson/Pima Arts Council.
8/1989 - 6/1993 Graduate Research Associate, College of Education, Language, Reading & Culture, University of Arizona.
9/1987 - 6/1989 Elementary School Teacher, La Mirada Elementary School, San Ysidro Elementary School District, San Ysidro, California.

List of Publications

Salomon, G., Hicks, S. J., Wolpa, B., Paddock, J., Pack, R., Siemankowski, R., & Wilson, R. (1991). From theory to practice: the International Science Classroom - A technology-intensive, exploratory, team-based and interdisciplinary high school project. Educational Technology, 31, 41-58.
Hicks, S. (1991). A review of selected findings of the project. Educational Technology, 31, 54-57.
Betts, J. D., Fisher, P. & Hicks, S.J. (1995). Arts integration: Semiotic transmediation in the classroom. Art and Learning Journal, 12(1), 51-71.
Hicks, S. J. (1996). Promoting civic competence using children's trade books: Ideas for preK-4 classrooms. Social Education, 60(4), 216.
Trostle, S. & Hicks, S. (1998). The effects of storytelling versus story reading on comprehension and vocabulary knowledge of British primary school children. Reading Improvement, 35(3), 127-136.
Valdez, A., Young, B. & Hicks, S. (2000). Preservice teachers' stories: Content and context. Teacher Education Quarterly, 27(1), 39-58.
Hicks, S. & Young, B. (2001). The InterNet Acadmeny and beyond. Journal of Technology and Teacher Education, 9(1), 63-73.

Papers Presented at International and National Meetings

Hicks, S. J. (1992, February). Selected experimental findings of the "Writing Partner": A novel methodology to study changes. Paper presented at the International Association for Cognitive Education, University of California, Riverside, Riverside, California , February 9-12, 1992.
Hicks, S. J. (1992, April). Selected experimental findings: A novel methodology to study changes. In E. de Corte (Chair), The Writing Partner: Instructional and research considerations in a three-country study. Symposium conducted at the Annual Meeting of the American Educational Research Association, San Francisco, California, April 19-24, 1992.
Betts, J. D. & Hicks, S. J. (1994, April). Arts Integration Curriculum Intervention Assessment. Poster Session at the Annual Meeting of the American Educational Research Association, New Orleans, Louisiana, April 4-8, 1994.
Valdez, L., Young, B., & Hicks, S.J. (1995, April). Preservice teachers' stories: content and context. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA April 19-22, 1995.
Hicks, S. J. (1996). Promoting civic competence using children's trade books: Ideas for preK-4 classrooms. Presented at the annual meeting of the National Council for the Social Studies, Anaheim, California.

Hicks, S. & Young, B. (1997). The InterNet Academy and Beyond. Paper presented at the Annual Meeting of the Society for Information Technology and Teacher Education International Orlando, Florida, April 1-5.

Betts, J. D. & Hicks, S. (2000). Multimedia/Multiliteracy: The Multimedia Arts Education Program. Roundtable at the Annual Meeting of the American Educational Research Association, New Orleans, Louisiana, April 24-28.

Adamy, P., Hicks, S., Howard, G. & Gibson, L. (2002). Training for Innovative Practice in Social Studies (TIPSS). Presentation at the 33rd Northeast Regional Conference on the Social Studies, Boston, Massachusetts, March 11-14, 2002.

Other Activities

Hicks, S. J. (Chair), Empowerment, voice and classroom discourse. Paper presentations conducted at the annual meeting of the American Educational Research Association, Atlanta, Georgia, April 1992.

Hicks, S. J. (Chair), Relating teachers' pedagogical beliefs to their classroom actions. Paper presentations conducted at the annual meeting of the American Educational Research Association, New Orleans, Louisiana, April 2000.

Funded Projects

Hicks, S. J. (1994) Social Studies Materials for Pre and In-Service Teachers (\$1500.00). Funded by the URI Foundation.

Hicks, S. J. (1995) Preparing for the NCSS Standards for Social Studies (\$3325.00). Funded by the URI Council for Research.

Young, B. and Hicks, S. J. (1996). InterNet Academy (Phase I-\$5,000.00, Phase II-\$6216.00). Funded by Office of Higher Education, Rhode Island.

Adamy, P., and Hicks, S. J. (2000). Training for Innovative Practices in Social Studies (\$25, 671.00). Funded by the Board of Governors Office of Higher Education, Rhode Island.

Program Evaluation

Hicks, S. J. (2001 to present). GEMSNET. An NSF funded local systemic change (LSC) project in science

Workshops

Introducing the NCSS Standards for Social Studies: a workshop for inservice and preservice Partnership Teachers (Spring 1995).

Introducing Multicultural Education into the Adult Education Curriculum: a workshop for adult educators (Spring 1995).

A Framework for Action Planning: Action Planning and Assessment: the Rhode Island Department of Education Planning Institute for Goals 2000 Teachers and Administrators (August 15-16, 1995).

Developing Standards Based Embedded Assessment Units: a year-long course which provided follow-up to an RIASCD summer training on the development of standards-based embedded assessment units. During this course, teachers will teach their units, revise their units based on issues of differentiation of instruction and brain-based learning. In addition, they will bring in samples of student work for work on the reliability of their assessment instruments (1999-2001-for two years).

Diversity Issues for the Teacher Assistant: five sessions provided through the SORICO Teacher Assistant project (1999-2002).

Teaching Innovative Practices in Social Studies (TIPSS): a two semester course which provided training in the development of innovative practices in social studies. Teachers (K-12) development units that

Professional Association Memberships

Association for Supervision and Curriculum Development
Rhode Island Association for Supervision and Curriculum Development-Board Member
American Educational Research Association
International Reading Association
National Council for the Social Studies