

BARBARA PALLAS HICKS

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EDUCATION

- 2008 Ph. D. *University of Georgia, Athens, Georgia*
Elementary Education
Dissertation Topic: Unpacking teachers' discourse on
community building in schools
- 1999 M. A. T. *Salem College, Winston-Salem, North Carolina*
Elementary Education
- 1995 B. S. *East Carolina University, Greenville, North Carolina*
Communications with emphasis in electronic media management
Minor: Sociology

CERTIFICATIONS

Licensed in the state of Georgia:

- Early Childhood (P-5)
- Middle Grades (4-8) in Social Science and English Language Arts
- ESOL (P-12)

PROFESSIONAL TEACHING EXPERIENCE

- 2006 – present *Assistant Professor of Early Childhood Education*
Emmanuel College, Franklin Springs, Georgia
Instructs preservice teachers in learning theory and instructional methods in content areas of early childhood. Supervises field experiences. Collects and maintains assessment information for state certification of the early childhood program. Serves as the early childhood program coordinator.
- 2005-2006 *Third Grade Teacher*
Atha Road Elementary School, Monroe, Georgia
Instructed using the Georgia Performance Standards and the Learning Focused model. Employed a variety of engaging instructional strategies and multiple assessment tools to optimize student learning.

- 2003-2005 *Graduate Assistant*
University of Georgia, Athens, Georgia
 Served as Overall Coordinator EDEC students. Supervised preservice teachers during their student teaching (ECCO students) and other field experiences. Evaluated lessons and unit plans. Assisted professors with research and writing. Provided support to instructors for their teaching of university courses. Co-instructed undergraduate course (EDEC 4020, Spring 2005) With Dr. Martha Allexaht-Snider.
- 1999-2002 *Third Grade Teacher*
Pickett Primary School, Lexington, North Carolina
 Instructed based on the North Carolina Standard Course of Study using differentiated instructional strategies for second language learners and students with special needs in a regular classroom context. Modeled the use of technology in my classroom, as well as led several staff development sessions providing teachers with opportunities to broaden their technology skills.
- 1997-1999 *Technology Specialist*
Charles England Intermediate School, Lexington, North Carolina
 Designed project-based activities for Internet Lab. Supervised and instructed 4th and 5th grade students during computer lab time. Trained teachers to use the Internet and other appropriate software, and assisted in grant writing to supplement technology budget.

COURSES TAUGHT IN TEACHER EDUCATION

Emmanuel College

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| ED 200 | Principles of American Education |
| EC 302 | Creative Activities for Early Childhood Education |
| EC 305 | Teaching in a Multicultural Society |
| EC 311 | Children's Literature K-8 |
| EC 312 | Integrating the Language Arts in Early Childhood |
| EC 420 | Instructional Methods for Early Childhood Mathematics |
| EC 420P | Field Practicum in Mathematics Methods |
| EC 451 | Classroom Management for Early Childhood Education |
| EC 475 | Student Teaching |

University of Georgia

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| EDEC 4020 | Classroom Decision-Making |
| EDEC 7460 | Student Teaching, M. A. T. Program |

AWARDS

Teacher of the Year, (System-Level) Lexington City Schools, Lexington, NC - 2001 – 2002

Teacher of the Year, (School-Level) Pickett Primary School, Lexington, NC - 2001 – 2002

CONVENTION PAPERS

National

Hicks, B. P. & Lee, K. (2008, March). *Constructs of community: Six elementary teachers' perspectives*. Paper presented at American Educational Research Association, New York, NY.

Hicks, B. P. (2006, February). *Constructs of community: Three elementary teachers' perspectives*. Paper presented at the Harvard College of Education Graduate Student Research Conference, Boston, MA.

State/Regional/Local

Hicks, B. & Hollinshead, V. (2008, February) *Rubrics: A guide for students and teachers*. Professional development presented to faculty at Emmanuel College, Franklin Springs, GA.

Kim, N., Hicks, B. P., & Scranton, J. (2007, October). *The first step for cultural caring: Learning from Korean parents*. Paper presented at Georgia Association of Young Children Annual Conference, Atlanta, GA.

Hicks, B. P. & Polizzi, N. (2004, April). *Strategies that improve learning for students with ADHD*. Paper presented at the University of Georgia College of Education Graduate Student Research Conference, Athens, GA.

JOURNAL ARTICLES

Papers in Progress

Hicks, B. P. & Lee, K. (manuscript in preparation). *Assumptions about the "at-risk" student: Four elementary teachers' perspectives*.

Hicks, B. P. & Lee, K. (manuscript in preparation). *"We didn't do that when I was in school": Elementary teachers' discourse on the roles of families and communities in school*.

PROFESSIONAL SERVICE

Service in postsecondary schools:

- Coordinator for the Early Childhood Program, 2007-2009
- Education Club Sponsor, 2006-2009

- Assessment Committee Member, 2006-2009
- Quality Enhancement Plan Writing Fellow, 2007-2009
- Composition Culture Advisory Council, 2007-2009
- Institutional Effectiveness Committee, 2008-2009
- Faculty Council Secretary, 2008-2009

Service in K-12 public schools:

- Mentor for New Teachers, 2001-2002
- Grade Level Chairperson, 2000-2002
- Families and Schools Together (FAST) Volunteer, 2000-2002
- School Technology Mentor, 1999-2001

DISSERTATION STUDY

Unpacking the Meaning of Community:

Exploring Constructs of Community Building through Elementary Teachers' Discourse

ABSTRACT

The goal of this study is to unpack elementary school teachers' conceptualization of community or community building in school, and to examine the teachers' "folk psychology and folk pedagogy" (Bruner, 1996) reflected in their discourse on community or community building in school. This case study is framed by cultural psychology. Because *community* is such a complex notion, it can best be understood by evaluating the context in which this term is used and shared. Toward a better understanding of the cultural meanings of constructs, such as community and community building, discourse analysis was used to analyze participant interviews in one local school context. The primary data comprised of four elementary school teachers' discourse from three individual interviews and from a focus group interview. Findings suggested that there are situated meanings and cultural models of teaching at play in this local context. Some of the teachers' folk pedagogies enhance their ability to build community in schools while others inhibit their ability to create a sense of community with students and families.

REFERENCES

Dr. Kyunghwa Lee, Assistant Professor, University of Georgia
427Aderhold Hall, UGA, Athens, GA 30602 ph. 706.542.4244 email: kyunghwa@uga.edu

Dr. Martha Allexaht-Snyder, Associate Professor, University of Georgia
427Aderhold Hall, UGA, Athens, GA 30602 ph. 706.542.4244 email: marthaas@uga.edu

Dr. Cheryl Fields-Smith, Assistant Professor, University of Georgia
427Aderhold Hall, UGA, Athens, GA 30602 ph. 706.542.4244 email: cfields@uga.edu