

Curby Alexander

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EDUCATION

Doctor of Philosophy, Instructional Technology 2009
Curry School of Education, University of Virginia *Charlottesville, VA*

- Graduate Fellow, Center for Technology & Teacher Education
- Dissertation: *Fostering Student Engagement In History Through Student-Created Digital Media: A Qualitative and Quantitative Study of Student Engagement and Learning Outcomes in 6th-Grade History Instruction*

Master of Arts, Speech Communication 2001
Colorado State University *Fort Collins, CO*

- Thesis: *The Connection Between Passion and Voice: Louie Giglio, the "268 Generation," and the Rhetoric of Passion*

Bachelor of Science, Elementary and Early Childhood Education 1995
Utah State University *Logan, UT*

PROFESSIONAL EXPERIENCE

Higher Education 2010-Present
College of Information, University of North Texas *Denton, TX*

Post-Doctoral Fellowship
Institute for the Integration of Technology into Teaching and Learning (IITTL)

Courses taught:

- LTEC 4100, "Computers in the Classroom": This survey course introduced preservice educators to techniques for integrating technology into daily classroom activities. Topics covered in this course were areas that impact, or have the potential to impact, educators working in the classroom environment. Special emphasis was placed on constructing relevant and appropriate instructional activities using technology.

College of Education, University of Illinois at Springfield 2009-Present
Assistant Professor of Education *Springfield, IL*
Department of Teacher Education

Courses taught:

- TEP 305, "Technology for Teaching": Introductory technology course for all teacher candidates in the Teacher Education program. This project-based course gives students the opportunity create interactive PowerPoint lessons, SMARTboard activities, products using digital images, audio and video, and discusses such topics as copyright and lesson planning with technology.
- TEP 322, "Teaching, Learning and Assessment": This course focuses on major approaches to teaching, learning and assessment. Introduces the

standards required of all teachers in Illinois and begins work on the candidates' professional teaching portfolio.

- TEP 438, “Secondary Social Studies Methods”: This course provides pre-service teachers with a comprehensive overview of effective approaches to planning, implementing, managing, and assessing successful social studies learning experiences for students. Emphasis will be placed on exploring the relationship between educational theory and the development of practical teaching techniques for everyday use in the secondary social studies classroom. In this course, students examine the following areas of social studies education: standards & accountability, curriculum/unit/lesson planning, instructional methods/approaches, engaging approaches for the teaching of history, government, civics, economics, sociology/psychology and multiculturalism.

Supervisory responsibilities:

- Student Teaching Supervisor: Supervised student teachers completing their internships in the elementary setting. Each teacher candidate required 5 observations over a 17-week period, three informal and two formal.

Curry School of Education, University of Virginia
Graduate Fellow and Teaching Assistant
Center for Technology and Teacher Education

2005-2009
Charlottesville, VA

Courses taught:

- EDLF 545, “Applied Teaching with Technology”: Graduate level class where students work with a local teacher to plan and implement a technology-based project. Re-designed curriculum, revised syllabus and assignments, moved course website to Google Sites, and piloted Collab, the University of Virginia’s new course management system.
- EDLF 345, “Teaching with Technology”: Taught sections specializing in Elementary & Special Education. Re-designed curriculum, revised syllabus and assignment list, moved course website to wiki platform.
- EDIS 534, “Elementary Social Studies Methods” (teaching assistant to Professor Patrice Grimes): Assisted planning for technology-integrated instruction, conducted class discussions of technology and pedagogy, assisted with class sessions and discussions.
- EDLF 707, “Digital Media Development”: This graduate-level course provided an introduction to current methods of producing digital multimedia, using such programs as Dreamweaver, Photoshop, Flash, Audacity and Studio 10. Re-designed the syllabus, created assignments, graded student work, coordinated work groups and modeled appropriate use of the technologies being learned.
- EDLF 589, “Digital History Institute”: Co-taught this course with a professor at Old Dominion University. Designed for in-service middle and high school social studies teachers, who were trained in how to set up, manage and create movies using PrimaryAccess, a web-based digital video editor for

social studies instruction created at the Center for Technology and Teacher Education at the University of Virginia.

- EDLF 589, "Educational Technology in the English/Language Arts Classroom": This course was designed for in-service English/Language Arts teachers at the middle and secondary level, with an emphasis placed on the integration of educational technology to support Language Arts teaching and learning.
- HIUS 401, "Viewing American History through American Art": Co-taught course with professor from the History department. Helped students create documentaries interpreting one aspect of American history through artwork from that era. Led several different class sessions.
- EDIS 201/288, "Teaching as a Profession" (guest instructor): Taught technology sessions. Created syllabus and assignments, graded student work.

Supervisory responsibilities:

- Lead instructor for EDLF 345: Assigned instructors and rooms, supervised software requests, consultant to other instructors.
- Coordinator for EDIS 201/288 sections: Arranged staffing, room assignments, and equipment.

Consulting opportunities:

- Revised and updated Home Sweet C'ville, an interactive CD-ROM for new graduate students in the Curry School of Education. 2007
- Technical consultant for the CLEAR Curriculum CD-ROM, created and distributed by the National Research Center for the Gifted and Talented at the University of Virginia. Edited and produced video clips for each section of the CD-ROM. 2008

Department of Communication and Media, Casper College
Adjunct Instructor

2002-2010
Casper, WY

Courses taught:

- CO/M 1030, "Interpersonal Communication": This course introduces the theories and principles of interpersonal communication, focusing on cultural awareness, self-evaluation and skill development. I have taught this class both face-to-face and online. Designed syllabus, created learning modules, designed quizzes and tests, developed writing assignments, and graded student work.
- CO/M 1010, "Public Speaking and Discussion": Teaches students the basic skills of planning, researching, crafting and delivering extemporaneous speeches. Course emphasizes both delivery and listen skills related to public discourse, with special attention given to critical thinking and constructive criticism. Designed syllabus, re-designed assignments and graded student work.

Humanities Division, Piedmont Virginia Community College
Adjunct Instructor

2006
Charlottesville, VA

Courses taught:

- SPD 100, “Principles of Public Speaking”: This course dealt with the theory and principles of public address. It emphasized research for, preparation, delivery and evaluation of speeches to an audience. I designed the syllabus and class schedule, created the assignments, graded student work and led them in discussion groups.

Department of Speech Communication, Colorado State University 1999-2001
Graduate Teaching Fellow *Fort Collins, CO*

Courses taught:

- SP200: “Public Speaking”: Basic public speaking course with an emphasis on persuasion and rhetorical techniques. Designed class lectures, graded student work and developed course policies.

Supervisory responsibilities:

- Lead instructor in charge of technology and room assignments.
- Served as a liaison between graduate teaching fellows and course director.

K-12

Good Shepherd Episcopal School
Technology Specialist

2010-Present
Dallas, TX

Work with teachers, by grade level, content area and one-on-one, to design and implement technology-based projects with students. I was also responsible for making technology purchases for the teachers. I helped teachers with projects such as creating SMART Notebook files, setting up student research projects, and helping with class video projects.

University of Virginia Summer Enrichment Program
Technology Coordinator

2008
Charlottesville, VA

Traveled to eight historic sites along the Journey through Hallowed Ground corridor in Virginia, Maryland and Pennsylvania with 31 high school students. Helped them capture video, photographs and audio, then edit their footage into short documentaries. Worked as part of a team of three teachers, one of whom helped students with their writing, and one who assisted in historical interpretation. Students ranged in age from 14-17.

Willard Elementary School
Sixth and Third Grade teacher

2001-2005
Casper, WY

Taught sixth grade during my first two years, then moved to third grade during my last two years. Primary responsibilities were planning and delivering instruction across all content areas, communicating with parents and administration, grading student work and coordinating the school-wide reading incentive program.

Kelly Walsh High School 2001-2005
Assistant Cross Country and Boys' Soccer coach Casper, WY
Primary responsibilities in cross country included working with athletes one-on-one, documenting performance over the whole season and helping the runners establish goals. During my four years as assistant coach, the cross country team went from last in the state to three consecutive top-4 finishes at the state meet. In soccer, my primary responsibility was conditioning, and coaching the freshmen/sophomore team. During my four years as part of the coaching staff, the team won the state championship three times.

Timberline Elementary School 1995-1999
Fourth Grade Teacher Grapevine, TX
This was my first teaching position after graduating from Utah State University. My primary responsibilities were planning and delivering instruction across all content areas, communicating with parents and administration, and grading student work. I also served as the fourth grade team lead for two years, as well as the chairperson for the Campus Excellence Committee.

AWARDS

Outstanding Poster Presentation, 2010
Promoting Student Engagement in History with PrimaryAccess Storyboard.
Presented at the Society for Information Technology and Teacher Education (SITE) annual conference, San Diego, CA.

Outstanding Graduate Teaching Assistant, 2008-2009
Department of Leadership, Foundations, and Policy
Curry School of Education, University of Virginia

Outstanding Graduate Student, 2000-2001
Department of Speech Communication
Colorado State University

PUBLICATIONS

Published Peer-Reviewed Articles

Alexander, C., & Hammond, T.C. (In Press). Five-Picture Charades: A Flexible Model for Technology Training in Digital Media Tools and Teaching Strategies. Manuscript accepted for publication in *Contemporary Issues in Technology and Teacher Education (CITE)*.

Ferster, B., Hammond, T. & Alexander, C. (In Press). Automated formative assessment as a tool to scaffold student documentary writing. Manuscript accepted for publication in *Journal of Interactive Learning Research (JILR)*.

Published Solicited Articles

Bull, G., Alexander, C. & Ferster, B. (2010). The Connected Classroom: Media Engagement Profiles. *Learning and Leading with Technology*, 37(6), 10-11.

Bull, G. & Alexander, C. (2008). Helping Visual Learners. *Virginia Journal of Education*, 101 (1), 28.

Bull, G. & Alexander, C. (2007). Using Digital Video. *Virginia Journal of Education*, 100 (5), 28.

Peer-Reviewed Publications Under Review

Alexander, C. & Kjellstrom, W. (In Review). The Influence of a Technology-Based Internship on First-Year Teachers' Instructional Decision-Making. Manuscript in review for submission to the *Journal of Technology and Teacher Education* (JTATE).

Alexander, C. (In Review). Student Engagement with the Authoring of Digital Media in Sixth Grade History. Manuscript in review for submission to *Computers in the Schools*.

Book Chapters

Searson, M., Alexander, C. & Rosen, D. (2010). Digital video and informal learning: Turning the lens outside the classroom. In G. Bull & L. Bell (Eds.), *Teaching with Digital Video*. Eugene, OR: International Society of Technology in Education.

Robin, B., Tillman, D. & Alexander, C. (2010). Creating Digital Video. In G. Bull & L. Bell (Eds.), *Teaching with Digital Video*. Eugene, OR: International Society of Technology in Education.

Hammond, T.C., Alexander, C., Bodzin, A.M. (In Press). Measurement in authentic environments: Designing instruments and reporting results from classroom-based research. Accepted for inclusion in R. Ronau, M. Niess, & C. Rakes (Eds.), *Educational Technology, Teacher Knowledge, and Classroom Impact: A Research Handbook on Frameworks and Approaches*.

Published Conference Proceedings

Alexander, C. & Hammond, T. (2010). Promoting Student Engagement in History with PrimaryAccess Storyboard. In D. Gibson & B. Dodge (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2010* (pp. 3660-3663). Chesapeake, VA: AACE.

Alexander, C. (2010). Student Engagement with the Authoring of Digital Media in Sixth Grade History. In D. Gibson & B. Dodge (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2010* (pp. 3780-3786). Chesapeake, VA: AACE.

Alexander, C. & Kjellstrom, W. (2010). The Influence of a Technology-Based Internship on First-Year Teachers' Instructional Decision-Making. In D.

Gibson & B. Dodge (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2010* (pp. 2132-2137). Chesapeake, VA: AACE.

Alexander, C. (2010). The Relationship between Two Types of Student Learning Outcomes in Student-Created Digital Media Projects in Sixth Grade History. In D. Gibson & B. Dodge (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2010* (pp. 3664-3669). Chesapeake, VA: AACE.

Alexander, C. & Ferster, B. (2009). Automated Formative Assessment as a Tool to Scaffold Script Writing in PrimaryAccess. In I. Gibson et al. (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2009* (pp. 2422-2428). Chesapeake, VA: AACE.

Murphy, J. & Alexander, C. (2009). A Situated Learning Partnership: Preservice Teachers in a Technology-Integration Course Create Customized Materials for Local Teachers. In I. Gibson et al. (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2009* (pp. 3092-3095). Chesapeake, VA: AACE.

Alexander, C., Broome, J. & Hammond, T. (2008). TPCK and the Wisdom of Practice: The Impact of Field Trials on Digital History Projects Using Primary Access. In K. McFerrin et al. (Eds.), *Proceedings of Society for Information Technology and Teacher Education International Conference 2008* (pp. 5178-5180). Chesapeake, VA: AACE.

Charania, A., Davis, N., Wortmann, K., Schoeny, Z., Cohen, S. & Alexander, C. (2008). Assessing preservice teachers' competence as a Virtual Schooling site facilitator. In K. McFerrin et al. (Eds.), *Proceedings of Society for Information Technology and Teacher Education International Conference 2008* (pp. 267-272). Chesapeake, VA: AACE.

Davis, N., Ferdig, R., Coutts, J., Charania, A., Schoeny, Z., Alexander, C., Ellis, R., McElroy, D., Compton, L., Wortmann, K. & Rose, R. (2008). Virtual Schooling and K-12 Online Learning Goes Into Preservice Teacher Education, Parts 1 & 2. In K. McFerrin et al. (Eds.), *Proceedings of Society for Information Technology and Teacher Education International Conference 2008* (pp. 318-322). Chesapeake, VA: AACE.

CONFERENCE PRESENTATIONS

Refereed (Peer-Reviewed) International Conference Presentations

Alexander, C. (2011, March). The Value of Experience: The Influence of Technology-Based STEM Learning Activities on Preservice Teacher Attitudes Toward Science, Technology, Engineering and Math. Presented as a poster at the Society for Information Technology in Teacher Education annual meeting, Nashville, TN.

Alexander, C., Digiovanni, L.W., & Rosen, D. (2011, March). Technology and Early Childhood Field Experiences. Presented as a panel at the Society for Information Technology in Teacher Education annual meeting, Nashville, TN.

Alexander, C. (2010, April). Student Engagement with the Authoring of Digital Media in Sixth Grade History. Presented as a roundtable session at the American Educational Research Association (AERA) annual meeting, Denver, CO.

Alexander, C. (2010, February). Digital Visual Discovery with PrimaryAccess Storyboard. Presented as a poster at the Illinois Computing Educators (ICE) annual conference, St. Charles, IL.

Hammond, T., Alexander, C. & Bull, G. (2008, October). Student Creation of Digital Documentaries in History Classrooms: Research Findings. *K-12 Online Conference*. Presentation can be retrieved from <http://k12onlineconference.org/?p=304>

Alexander, C., Hammond, T., Jinks, S., & Pipes, D. (2007, April). The Effectiveness of an Online Collaborative Seminar in Advancing a Research Agenda. Presented as an Individual Paper at the American Educational Research Association (AERA) annual meeting, Chicago, IL.

Pipes, D., Murphy, J., Midland, S., Alexander, C., Downey, B., Kelley, M., & Hammond, T. (2007, March). Using Digital Video Across the Disciplines. Presented as a Panel at the Society for Information Technology and Teacher Education (SITE) annual conference, San Antonio, TX.

Workshops

Arlington Public Schools, Arlington, VA, March, 2007. Teaching with PrimaryAccess and DigitalStoryteller. Developed and conducted 1-hour workshop for 100 secondary teachers on using online digital video editors for social studies and language arts instruction.

Bedford County Schools, Bedford, VA, July, 2006. Integrating Technology into the English/Language Arts Classroom. Developed and conducted a 5-day workshop for 25 secondary teachers on using blogs, wikis, podcasts, digital storytelling, digital video and various web tools into their instruction.

SERVICE

Service to the Profession

Editorial Review Board, Contemporary Issues in Technology and Teacher Education (CITE) Journal, 2009-2010.

Editorial Review Board, The High School Journal, 2010.

Program Committee, Society for Information Technology and Teacher Education (SITE), 2008-2010.

Program Committee, American Educational Research Association (AERA), Division K, 2010

Book reviewer, International Society of Technology in Education (ISTE), 2006. Read and reviewed, *New Resources for Schools in Web Syndication: Using Newsfeeds, Blogs, and Podcasts in the Classroom*, for ISTE. Submitted comments and suggestions for improving the book.

Podcaster and note-taker at the National Technology Leadership Summit, 2007. Recorded and posted notes from discussions, conducted and posted interviews with key participants.

Service to College/University Community

Served on the College of Education and Human Services Curriculum Committee, 2009-2010.

Served on UIS Technology Day committee, 2009-2010

Presented at UIS Technology Day 2010, *Using Google Sites as a Lecture-Management Tool*.

Coordinated University of Virginia graduate instructor participation in the Teacher Education Goes into Virtual Schooling project, planning new teacher education curriculum to prepare teacher education candidates for participation in virtual schooling, 2005-2006.

Prepared and delivered workshops to School of Nursing doctoral students on use of Home Directory and Web design, 2007.

Service to the Department

Served on the Teacher Education Department FFFP/FFFR ad hoc committee, 2009

Ad hoc committee for Teacher Education Department for refining and clarifying requirements for a middle level endorsement in the content areas, 2009-2010

Invited Speaker for TEP 448: Student Teaching Seminar. Introduced and demonstrated presentation software to the candidates, 2009

UIS Preview Day: Discuss Teacher Education program and recruit prospective teachers, March 6, 2010.

CERTIFICATES AND

Certified elementary teacher (grades K-6) in UT, TX and WY.

**PROFESSIONAL
ASSOCIATIONS**

Member, International Society for Technology in Education (ISTE).

Member, Society for Instructional Technology in Teacher Education (SITE).

Member, American Educational Research Association (AERA).