

David K. Stokes

Associate Professor
Westminster College of Salt Lake City
School of Education
Director Master of Education Program
1840 S. 1300 E.
Salt Lake City, UT. 84105
Telephone: (801) 832-2490
E-mail: dstokes@westminstercollege.edu

I Education

B.S. University of Utah: Mathematics, 1991

M.Ed. University of Utah: Educational Studies, August 1994.

Ph.D. University of Utah: Cultural Foundations, March 1997.

II Academic Employment and Professional Experience:

2000-Present: Director, Preparing Tomorrow's Teachers to Use Technology Implementation Grant.

1998-Present: Master of Education Program Director, School of Education, Westminster College.

1996-Present: Professor at Westminster College, emphasis upon information technology and instructional design.

1999-2000: Director, Preparing Tomorrow's Teachers to use Technology Capacity Building Grant.

1992-1996: Graduate Assistant for the Department of Educational Studies, University of Utah. Student teacher supervisor.

1990-1991: Mathematics and Computer Science teacher at Granger High school, Granite School District, Utah.

Scholarships and Awards:

2000: With Dr. Janet Dynak awarded a Preparing Tomorrow's Teachers to Use Technology Capacity Grant (\$733,584), Content Methods Curriculum Revision: A Collaborative Approach to Improving Preservice Teachers' Use of Technology.

2000: Student-Faculty Development Grant awarded by the Excellence in Teaching Fund of the Bill and Vieve Gore Endowment Fund for research into curriculum design for technology courses.

1999: With Dr. Janet Dynak awarded a Preparing Tomorrow's Teachers to Use Technology Capacity Grant (\$93,000). Math and Science Curriculum Revision: A Collaborative Approach to Improving Preservice Teachers' Use of Technology Knowledge and Instructional Skills.

1999: Awarded a Gore Individual Summer Grant for research into technology use in Public Schools in the United Kingdom.

1997: Student-Faculty Development Grant awarded by the Excellence in Teaching Fund of the Bill and Vieve Gore Endowment Fund for research into social studies teachers in the Jordan District use of instructional technology.

1990: Utah Career Teaching Scholarship and Stipend, University of Utah

**Classes taught: Westminster College
Graduate**

MED 614: Historical and Philosophical Foundations of Education. Examines the major philosophies of education through the study of history. Students explore various historiographic interpretations of American education.

MED 616: Information Technology. Explores information literacy, constructivist learning theory, technology and hypermedia innovations in the classroom and cooperative information technology practices. Includes hands-on technology applications to empower teachers in transition to technology-rich classroom environments.

MED 617: Instructional Design with Technology. Explores basic processes in learning and instruction, designing instruction, theoretical perspectives, multiple intelligences and technology delivery systems for learning.

MED 650: Graduate Seminar. Provides an understanding of the program components through clarification of procedure, learning goals and activities. The seminar creates a network of support and ideas that facilitate the sharing of information, ideas, and experiences among students and instructors.

MED 672: Instructional Technology. Links cognitive apprenticeship models of teaching and learning to the use of computer technology as mind-tools. This project driven course leads students to develop methods and techniques and skills to create multimedia presentations and web based learning applications

MED 680: Research Project. Through engagement in critical reflectivity and scholarly writing, students continue their action research project begun in MED 679. Completion of portfolio required.

Undergraduate

CMPT 350: Methods of teaching computer science in the secondary schools. Students are introduced as secondary prospective teachers to methods employed by current secondary computer science teachers and LAN operators. This field based course assists beginning teachers in developing: expertise in teaching programming languages; familiarity with methods of setting up a school computer network; and criteria by which students might make judgments about the relative pedagogical value of possible software purchases.

EDUC 301: Traditions in Education. Personal and lay theories of teaching and learning are explored in context with historical perspectives.

EDUC 303: Teaching with Technology. Links behavioral and constructivist theories of instruction to use of the Internet and presentation equipment to integrate technology into curriculum.

EDUC 417: Secondary student teaching seminar. Items of common interest to beginning teachers as they develop their professional teaching expertise while practice teaching. Topics of discussion include assessment, classroom management, reflectivity and action research.

EDUC 470: Secondary student teaching. Supervision of secondary pre-service teachers in collaboration with certified practicing teachers, and other school personnel.

University of Utah (1991 - 1996)

1991-1994, and 1995 Spring-1996: Teaching Assistant in the Department of Educational Studies, University of Utah. Responsible for co-teaching, Educational Studies 574, "Secondary School Curriculum," and 575, "Theories of Effective Instruction." Also responsible for supervision and evaluation of student teachers. Additionally acted as

instructor for weekly student teacher seminar Educational Studies 551, and 552 applied research.

1993-Summer 1995: Instructor, Educational Studies 489, "Microcomputers in the Classroom." This course examines the principles and practices in classroom use of micro computers in elementary and secondary schools through discussion of educational theories and development of Power Point presentations.

1994-Summer: Created and taught Educational Studies 680, Instructional Uses of Computers for practicing teachers. This class was designed to provide connections between current cognitive, behavioral and constructivist pedagogies, and authoring programs, Power Point and Toolbook.

1994-Spring: Instructor and curriculum guide for Educational Studies 553, "Transition to Teaching." This course is designed to facilitate the transition of the beginning secondary teacher into a teaching career. Emphasis was placed on the study of school socialization processes, and the identification of means for furthering teacher development.

1993 - October 1996: Instructor for Educational Studies 475, "Secondary Teaching Methods." This is a correspondence course offered by the University of Utah's Division of Continuing Education. Responsible for grading papers and developing an understanding of teacher identity in pre-service teachers.

1992 - 1993: Instructor for Educational Studies 599, an "Early Field Experience" for Secondary Teachers. Responsible for leading in field seminars, instruction, grading, and collaboration with public school educators at the University's Professional Development Schools.

1991 - 1994 Teaching Assistant in the Department of Educational Studies, University of Utah. Responsible for co-teaching, Educational Studies 574, Secondary School Curriculum, and 575, Theories of Effective Instruction, grading papers, and co-teaching undergraduate teacher education courses. Also responsible for supervision, evaluating, and interim and final reports for teacher candidates. Instructor for weekly student teacher seminar.

III PROFESSIONAL ORGANIZATIONS

Affiliations

American Educational Research Association
Association for the Advancement of Computing in Education
Society for Information Technology & Teacher Education
Utah Association for Supervision and Curriculum Development

IV SCHOLARLY PUBLICATIONS AND ACTIVITIES

Journal Articles

Stokes, D.K., & Price, B. (2002). Adjunct faculty: Prepared to integrate technology into their curriculum? SITE Proceedings Manual.

Stokes, D.K., Sibbett, J., Jones, J. & Carrasquillo, W. (2001). Local outcomes of a national agenda. WCCE Proceedings Manual.

Stokes, D.K., & Jenkins, C. (2001) Content Methods Curriculum Revision: a PT3 Project at Westminster College. SITE Proceedings Manual.

Carrasquillo, W., & Stokes, D.K. (2001) Contextual Experiences: The revision and Implementation process of an Information Technology Course for Master Teachers. SITE Proceedings Manual.

Wentworth, N., Earle, R., Stokes, D.K., Carrasquillo, W., Soulier, S., & Smith, T. (2001) State-wide collaboration among three PT3 grant recipients. SITE Proceedings Manual.

Stokes, D.K. (Fall, 1999) Instructional Technology Reforms The Leader (Utah Association of Elementary School Principals).

Hobbs, S.F., Bullough, R.V., Kauchak, D.P., Crow, N.A. & Stokes, D.K. (1998) Professional Development schools: Catalysts for Collaboration and Change. The Clearing House, 72(1).

Stokes, D.K. (Winter, 1998) The impact of teaching metaphors on the first year of teaching. The Researcher 13(1).

Bullough, R.V., Kauchak, D.P., Crow, N.A., Hobbs, S., & Stokes, D.K. (1997) Professional Development Schools: Catalysts for Teacher and School Change. Teaching and Teacher Education, 13(2), pp. 153-169.

Crow, N.A., Stokes, D.K., Kauchak, D., Hobbs, S., & Bullough, R.V. (Winter, 1997) Masters Cooperative Program: An alternative model of teacher development. Impact, (UASSP) pp. 23-32.

Bullough, R.V., Hobbs, S., Kauchak, D., Crow, N.A., & Stokes, D.K. (1997) Long term PDS Development in Research Universities and the Clinicalization of Teacher Education, The Journal of Teacher Education 48(2), pp. 85-95.

Bullough R.V. & Stokes D. K. (1994) Analyzing Personal Teaching Metaphors in Pre-service Teacher Education as a Means for Exploring Self and Encouraging Change. American Educational Research Journal, 31,1.

Scholarly Paper Presentations

Stokes, D.K., Sibbett, J., Jones, J., & Carrasquillo, W. (2001). Local outcomes of a national agenda. Presented at WCCE in Denmark, July 2001.

Stokes, D.K., & Jenkins, C. (2001) Content Methods Curriculum Revision: a PT3 Project at Westminster College. Presented at SITE, Orlando, March 2001.

Carrasquillo, W., & Stokes, D.K. (2001) Contextual Experiences: The revision and Implementation process of an Information Technology Course for Master Teachers. Presented at SITE, Orlando, March 2001.

Wentworth, N., Earle, R., Stokes, D.K., Carrasquillo, W., Soulier, S., & Smith, T. (2001) State-wide collaboration among three PT3 grant recipients. Presented at SITE, Orlando, March 2001.

Stokes, D.K., Jenkins, C., & Huhnke, L. (June, 2000) Math and Science Curriculum Revision: A collaborative approach to improving preservice teachers' use of technology knowledge and instructional skills. Presented at ED-MEDIA 2000, Montreal.

Carrasquillo, W., & Stokes, D.K. (June, 2000) Technology Integration into Practice. Presented at ED-MEDIA 2000. Montreal.

Sibbett, J., Stokes, D.K., Jenkins, C. (October, 1999) A symposium on learning styles. Presented at NRMERA conference in Jackson Wyoming.

Stokes, D.K. (March, 1999) The role of technology in diminishing school isolates. Utah Association of Teacher Educators annual conference in Salt Lake City.

Stokes, D.K. (April, 1998). Called to teach: Exploring the worldview of called prospective teachers during their preservice teacher education experience. A paper presented

at the annual meeting of the American Educational Research Association at San Diego.

Stokes, D.K. & Breen, D. (March, 1998). Teaching with technology: Do social studies teachers make the most of CBL? A paper presented at the annual meeting of SITE in Washington, D.C.

Stokes, D.K. (1997). Brief self study projects: Finding ways to promote reflectivity in preservice teachers. A paper presented at the annual meeting of the NRMERA, Jackson, Wyoming.

Stokes, D.K., & Schmidt, J. (1997) Electronic portfolios. A presentation at the UASCD/UATE conference, Brigham Young University.

Kauchak, D., Crow, N., Bullough, R.V., Stokes, D.K., & Hobbs, S. (1996). Clinicalization: A Solution to Professional Development Schools in Research Universities? Paper presented at the annual meeting of the American Educational Research Association in New York.

Bullough, R.V., Kauchak, D., Crow, N., Hobbs, S., & Stokes, D.K. (1996). Teacher and School Change in Professional Development Schools: A Cross Case Analysis of Seven Elementary and Secondary School Programs. Paper presented at the annual meeting of the American Educational Research Association in New York.

Crow, N.A., Stokes, D.K., Bullough, R.V., Kauchak, D., & Hobbs, S. (1996). Masters Cooperative Program: An Alternative Model of Teacher Development in a PDS. Paper presented at the annual meeting of the American Educational Research Association in New York.

Stokes, D.K. (1995). The Efficacy of Personal Teaching Metaphors During the First Year of Teaching. Presented at the American Educational Research Organization annual meeting in San Francisco.

Stokes, D.K. (1994). Teaching Metaphors for Teacher Education. Australian Association for Research in Education, Newcastle, Australia.

Stokes, D.K., & Johnson, L. (1994). Brief Self-Study Projects: Promoting Reflectivity in a Time of Change. UASCD Conference, Park City.

Bullough, R.V., & Stokes, D.K. (1993). Efficacy of the Use of Teaching Metaphors for First Year Teachers. Paper presented at the annual meeting of the American Educational Research Association in Atlanta, Georgia.

Stokes, D.K. & Engel, S. (1992). Evaluation of a Charter School Program: Retaining Dropouts. Presented to the Salt Lake School Board April, 1992.

V SERVICE

1999-Present : Academic Senate, Westminster College.

1997-Present: Numerous faculty search committees and promotion and retention committees.

1999-2001: Panel member Goals 2000 grant committee, USOE.

1996-1999: Teaching, Learning and Technology Committee, Westminster College.

1999-2000: Sterling Scholar technology judge NW region, USOE.

1999-2001: Newman Elementary School Community Council.

1988-2000: Community service as a local charter representative of a B.S.A. troop.

1996: Served on Westminster College, School of Education accreditation committee.

1991-1996: Continuous work in public relations and development of collaboration with public school administrators and teachers in the Professional Development Schools of the Granite, Salt Lake, Park City and Davis School Districts.

1992-1996: Served on or provided research for various committees in the Department of Ed. Studies, University of Utah including; Secondary Committee, Teaching Awards, faculty search, and Retention, Promotion and Tenure Committees.

1994-1995: College of Education (University of Utah) self study committee. Collaborative assessment of teaching majors and minors compliance with Utah State office of Education evaluation of teacher education programs.

1993-1994: ASUU student Senator for College of Education, University of Utah.