

EDUCATION:

Curriculum Vitae

- **Master of Science in Mathematics**, The University of Texas at San Antonio, San Antonio, Texas, 1999.
- **Bachelor in Education**, Universidad Mayor de San Marcos, Lima, Perú, 1990.
- **Title of Teacher of Basic Education**, Concentration in Mathematics, Instituto Pedagógico Nacional, Lima, Peru, 1983. (This degree is equivalent to a Bachelor's degree in Mathematics.)

TEACHING EXPERIENCE:

- **Program Head of the Mathematics Program**, Our lady of the Lake University, 2015 – 2016.
- **Assistant Professor of Mathematics**, Our Lady of the Lake University, 2001 – Present.
- **Adjunct Instructor**, San Antonio College, 1999 – 2001.
- **Instructor**, Part-time, the University of Texas at San Antonio, Bilingual Education Department, 1999 – 2000.
- **Professor of Mathematics**, Instituto Pedagogico Nacional, Lima, Peru, 1982 – 1995.
- **Validation of the Curricular Programs for First and Second Grades of Secondary**, October 1994, Ministry of Education, Peru.
- **Capacitadora de Profesores en Matemática**, Ministerio de Educación del Perú, Lima, Perú, spring 1995. (This Training Course was provided by the Department of Ministry of Education. I was one of only two people selected in the whole country to prepare trainees for teaching mathematics.)
- **Elementary School Teacher**, Escuela Primaria Maria Curie, Lima, Peru, 1982–1983.

RESEARCH:

- Investigation: "Calculus in Life Science"
- Investigation the use of Mathematical Software, online resources, and the use of Technology in the Learning Teaching Process.
- Thesis, "An Investigation of the use of Mathematical Software in the Learning of Rational Numbers by Middle School Students," presented to the Graduate Faculty of The University of Texas at San Antonio for the Degree of Masters of Science in Mathematics.
- Thesis, "Reaccion Valorativa de los Adolescentes," presented to the Instituto Pedagogico Nacional Peru for the Title of Teacher of Basic Education Concentration in Mathematics (equivalent to a Bachelor Degree in Mathematics).
- Supervising Professor on the Thesis: "Aplicacion de la Metodología Integrada Widesso en el Aprendizaje de los Numeros Enteros en al Asignatura de Matematica," Peru.

TEACHING HONORS AND RECOGNITIONS:

- Stell-Ball Award 2021.
- Recognition for celebrating at Our Lady of The Lake University, 20 years as a Full Time Faculty.
- **NSF : Panellist on the National Selection Commite (NSC) review panel for the 2023 Presidential Awards for Excellence in Mathematics and Science Teaching (PAEMST)**
- **NSF : Panellist on the National Selection Commite (NSC) review panel for the 2021 Presidential Awards for Excellence in Mathematics and Science Teaching (PAEMST)**
- **NSF : Panellist on the National Selection Commite (NSC) review panel for the 2018 Presidential Awards for Excellence in Mathematics and Science Teaching (PAEMST)**
- **NSF : Panellist on the National Selection Commite (NSC) review panel for the 2017 Presidential Awards for Excellence in Mathematics and Science Teaching (PAEMST)**

- **NSF: Panellist on the National Selection Commite (NSC) review panel for the 2016 Presidential Awards for Excellence in Mathematics and Science Teaching (PAEMST)**
- **Judge at the Alamo Regional Science and Engineer Fair since 2010.**
- **Judge at John Jay Science and Engineering Academy Science Fair and the Young Women's Leadership Academy.**
- **Special recognition for outstanding service to Our Lady of the Lake University in the form of a merit Bonus (2008).**
- **Resolución de Merito.** Exposición de Material Educativo de la Especialidad de Matemática, Instituto Pedagógico Nacional, Lima, Perú, Fall 1992. (This honor is given by the Provost of the University and is highly desired by all teachers.)
- **Resolución de Merito.** Coordinación y Ejecución de Actividades Centradas en el Objetivo Educación, Cambio y Paz, Instituto Pedagógico Nacional, Lima, Perú, Fall 1989. (This honor is given by the Provost of the University and is highly desired by all teachers.)

LECTURES PRESENTED:

- **Faculty Development workshop for elementary and high school teachers entitle "Curso Estrategias para el Aprendizaje de las Matematicas" Summer 2018, Ugel 04 Ministerio de Educacion del Peru**
Topics:
 - a) El constructivismo como proceso de ensenanza
 - b) Experiencias y problemas: trabajo en equipo
 - c) Articulacion de la educacion primaria a la educacion secundaria y a la comunidad
 - d) Aprendizaje basado en proyectos y su evaluacion basado en competencias.
- **Topics in Geometry and Trigonometry "The Unit Circle says it all"** , Academia de Matematica, Profesores de la Escuela Preparatoria 73, Jornada de Acompañamiento Academico Fase Intensiva, June 2017, Tecamac, Estado de Mexico.
- **"The Unit Circle says it all"** , Mathematical Association of America Conference 2016, Nacogdoches, Texas.
- **Co-Requisite College Math Courses**, Mathematical Association of America Conference 2015, shared presentation with Dr. A. Vaquias.
- **The use of Calculators and online softwares for College Level Math classes (Faculty at IPNM Peru)**
College Algebra and Calculus topics August 2010
- **Math for College Level Faculty at IPNM including Algebra and Calculus topics and the use of IT Calculators.** (9 hours, 10 teachers, July 2009).
- **Mathematics for English Learner Students, 2008-2007.** Three lectures presented to Elementary and Middle School Teachers. Organized by the Center for Math and Science from Our Lady of The Lake University.
- **"The Use of Technology in the Teaching and Evaluation of Mathematics,"** 2005. Presented Faculty Lecture to the Department of Mathematics and Physics for the Instituto Pedagogico Nacional de Peru. (This Institution in Peru is ranked as one of the best for developing teaching methods and pedagogical strategies for more than 100 years.
- **"The Development of Content for the Themes of Mathematics, Using Technology and Computer Programs and Software ("Informatica"),** 2005. Presented Lecture to the Senior Students of Mathematics and Physics for the Instituto Pedagogico Nacional de Peru.
- **"Mathematics for Elementary and Middle School Teachers,"** Summer 1999. Math Presentation and Workshop for the Teachers of the Edgewood Independent School District, San Antonio, Texas.
- **"Integrating Geometry and Algebra Activities,"** February 1997. Mini-CAMPT/CAST, Alamo Council of Teachers of Mathematics, San Antonio, Texas.
- **"Expositora en el Seminario Taller Estrategias Didacticas por Especialidades Matematica."** Facultad de Educacion, Universidad Nacional Mayor de San Marcos, Peru.
- **"Curso de Capacitacion de Profesores de Educacion Secundaria: Didáctica en la Ensenanza de la geometría,"** Lurin, Peru.
- **"Expositor en el Forum: Rol de la Matematica en la Ciencia y Tecnología."** Universidad Nacional Federico Villarreal, Facultad de Ciencias Naturales y Matemáticas, Peru.
- **"Encuentro de Experiencias Educativas en la Ensenanza de las Ciencias Básicas para Docentes de Institutos Superiores Tecnológicos y Pedagógicos CIPCYT,"** Convenio French Embassy –Ministry of Peru.
- **"Curso Taller sobre Evaluacion de Didacticales de Matematica en Cooperación Técnica de la Embajada de Francia,"** Instituto Pedagógico Nacional, Peru.

MY EDUCATIONAL PHILOSOPHY

Traditionally, Mathematics has been characterized as a science involving precision and reasoning. However, this is only a limited understanding of Mathematics. In actually, other theories such as probability, estimation and problem solving where exactness plays a different role are all part of mathematics.

Likewise, if it is true that mathematics is a science that uses deductive reasoning, then the understanding of mathematics should be developed through a process of the same kind which is deductive reasoning and discovering through explorations. The student will learn mathematics by recreating and applying formal knowledge and skills.

The study of mathematics for everyone should be full of relationships where connections can be made to what is of interest to them and to what the students are experiencing in real life. In this way, there is continuity between the world they live and the mathematical understanding of their socio-cultural group.

In the discovery-learning process, we should not forget that mathematics also has other tools that delve into the imagination, apart from reality, in activities and operations that have to do with creative thinking, analysis, and representations of a world that has its own way of thinking and its own reality.

Mathematics should be included in the curriculum of all the disciplines, professional and non-professional, since it attends to the student's formative, functional, and instrumental values. It is formative in that it develops abstract and formal cognitive abilities, it develops reflective, analytical, and deductive thinking skills. It is functional in that it allows the student to use procedures that helps him solve different kind of problems. It is instrumental in that it offers a language useful in formalizing concepts in other subject areas.

Based on what I state above concerning mathematics, the purpose of my educational philosophy is to educate the student to achieve the development of all his/her intellectual, social, affective and spiritual capabilities, so he/she can be able to live and interact healthy and harmoniously with himself, with the cosmos and with God.

The main societal purposes that should be achieved through education are: To prepare students with vision of the future and with de desire to be successful and reach the excellence at any level, place or situation that they are in. If the educational system shapes optimal professionals, a positive youth and leaders, they are going to transmit their spirit of progress to others and above all, they will look for the well being of their families and communities.

This educational philosophy would have numerous gains for every single student: To be literate, to be educated, to have a rich range of moral and personal values such as self-esteem, self-confidence, respect, discipline, responsibility. He will be able to look at the future, use common sense, to get a job and even to start his own firm or become a leader wherever he is; every person would be prepared not to always solve his problems, but at least, to face those problems and find the best solution for him and for the others.

I believe that people like to learn as long as the subject that they study becomes interesting for them, then the teacher needs to find an approach to teach that subject in a proper and interesting way to motivate their students.

Speaking about intelligence: People are born intelligent at different levels, but they can learn as long as the conditions and way of learning are appropriate. Subsequently it is necessary to use an adequate method to reach the goals of my Educational Philosophy. The method of teaching I would use are: Inductive, Deductive, Discussion, Problem solving, Research, and Cooperative learning.

Society will be the society of knowledge, the human neighborhoods of learning. These "neighborhoods" will continue to grow, hence the need for mathematics education to focus on the developmental process of functional competencies. These competencies should prepare the students to learn to become independent learners, to learn to live in such way that doors may be opened to them in both the corporate and academic worlds.

- Positive attitudes. To learn to value mathematics. To be able to solve problems. To be motivated to use technology. To learn to communicate mathematically. To learn to think logically.