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 Inve

- NSF: Panelist 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

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.ini 1ituo34 9is t-72 (i)el .1sste3.5 (t-72 (i) a34 8i)-7