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I have based my teaching philosophy on course goals rather than content-specific goals. I have found that students are quite energetic and at times might lose focus of content-specific goals, therefore by focusing on course goals and making material relevant, students begin to improve their creative/critical thinking and problem solving skills. I have tried to harness that energy in the intellectual discipline of a classroom with high expectations for the quality of their work. In teaching, I also believe in trying to motivate and channel students' enthusiasm for a subject through projects, participation in field work, and in research opportunities. I strongly believe that the best teaching occurs when learners understand underlying principles and can apply them to problems in new contexts (Bransford et al., 1999). My teaching philosophy is also based on a respect for the expertise and diversity of learning styles and educational goals of the students with whom I have the privilege of engaging in this co-learning experience. I have taught five different courses over the last year, three were graduate courses that I redesign/created and the other two were upper division courses (undergraduate). My major accomplishments have been showing students their great potential. For example, through my courses, I have shown student's topics and areas of scholarship that they were unfamiliar, and through conversations with them, we have discussed their continuation of the education (graduate school). I have also been honored to show and advise students on research designs and proposals that they find fascinating. I also think that because of my background, many of my students are able to relate to my success and realize that it is also attainable for them. To me, this is the greatest teaching accomplishments I have obtained and will continue to strive for. Other teaching accomplishments that I have obtained this past year have deal with the delivery of content. I have developed blog pages and websites where students were able to view video content, as related to course.

I have had the pleasure of benefiting from outstretched and guiding hands of several exceptional academicians who invested immeasurable personal and professional resources into my training. It is largely because of this mentoring along with the Institution's support that I aspire to strive for excellence in research. My research is primarily from a behavioral perspective. My scholarship is primarily grounded in a developmental view. I am primarily interested in how the visual system works in regards to action planning. In other words, how do children compared to young adults and elderly use visual information to plan action (reach). One of my most important accomplishments this year is the findings associated with children's use of egocentric cues to plan reaching. This finding has allowed me to gather work to submit proposals (two for NIH and one for SALS) that I hope would be funded to further my expertise on this subject matter (not to mention three first authorship submissions of articles in peer-reviewed journals). The findings associated with the children's use of egocentric cues have also furthered my interested in special populations such as children with Developmental Coordination Disorder and children with Autism. It is with this line of work that I feel I would make the most impact in the field of neuroscience. I have also been fortunate to team up with other colleagues in this field so that we can investigate the visual system collaboratively.

My most important accomplishment in service during this past year has to be in the Student Learning Outcome Committee-SACS. In this service, I was able to create and modify outcomes in our degrees that were weak or unsatisfactory. I was able to work with faculty to create rubrics for certain assessments that were non-existing. It was because of my service and the work of others that our program met the criteria for the Student Learner Outcomes-SACS.