

# A PALETTE OF VIRTUES: A HUMANISTIC EDUCATION THROUGH COMPUTER SCIENCE

DEVTECH RESEARCH GROUP - BOSTON COLLEGE, May 28-30, 2025

MARINA BERS

DEVTECH RESEARCH GROUP, USA 



Marina Umaschi Bers is the Augustus Long Professor of Education at the Lynch School of Education and Human Development at Boston College. She is also affiliated with the Computer Science Department and the Schiller Institute for Science and Society. She is the director of the interdisciplinary Developmental Technologies (DevTech) research group, which she started in 2001, when she was a professor at Tufts University's Eliot-Pearson Department of Child Study and Human Development. Her research involves the design and study of innovative learning technologies to promote children's positive development.

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PAMELA GONZALEZ

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Pamela Gonzalez, a Biology teacher and Biological Sciences graduate (UNNE, Argentina), also holds a Science Education Specialist degree (Univ. San Andrés). Since 2017, she's been with the Varkey Foundation's pedagogical team as a tutor, mentor, and facilitator in leadership, management, and educational innovation programs, and coordinates tech, creativity, and innovation projects. Currently a biology teacher at "Barrio Apipé" Secondary School, she's pursuing a Master's in Virtual Higher Education (UNNE). She has research contributions and experience in collaboration, strategic planning, and managing educational improvement projects.

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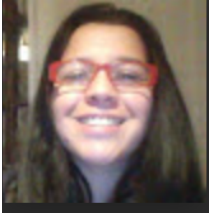
Hernán González Francés, Professor of English Language and Culture (National University of Cuyo) and Film/TV Production graduate, is part of the Varkey Foundation's pedagogical team. He develops teacher training in leadership, educational innovation, and PBL, specializing in these areas and tech integration. He contributed to the Argentine implementation of the CAL research and the Varkey Foundation's Character Education action-research project (supported by the John Templeton Foundation).

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NADIA MARTIGNONE

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Nadia Martignone is a specialist in Education and Technology, with training as an Early Childhood and Primary Education Teacher, also has an International Master's Degree in Education with a specialization in Educational Technologies (FUNIBER). She has a strong background in educational inclusion, early childhood education, and the use of technology for learning. She has worked as a trainer and content designer for Ceibal Uruguay, focusing on instructional design and educational project management. She is currently involved in developing pedagogical proposals centered on computational thinking and digital inclusion.

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ANA LAURA PEREZ ESPAGNOLO

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Ana Laura Pérez Espagnolo is the Head of STEM Territory in the Science and Technology Department at Ceibal. She is a middle school chemistry teacher and a university lecturer in Technologies applied to education. She is also completing her thesis on computational thinking in early primary as part of her Master's in Educational Technology at the University of Buenos Aires. She has 10 years of experience at Ceibal, focusing on supporting educational center, creating content, promoting educational innovation and managing teams.

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MARIBEL MIRANDA PINTO

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Maribel Miranda-Pinto is an integrated researcher at LE@D (Universidade Aberta, Portugal). PhD in Education Sciences (ICT, Univ. Minho, 2009), Postdoc in EdTech (Univ. Minho, 2019: Kids Media Lab), Tufts ECT Certificate Program (2021), and degree/post-grad in Early Childhood Ed/Multimedia (Univ. Aveiro). Assistant Professor at Universidade Aberta since 2022 (previously Higher Ed Teacher in ICT at Polytechnic Institute of Viseu, 2009-2022). Researcher at CIEd (Univ. Minho) since 2005. Coordinated the KML2 project (2018-2022). ICT/EdTech trainer since 2005. Publications include books, chapters, and journal/conference papers. Pedagogical consultant in educational robotics for Clementoni Portugal since 2017. Scientific committee member for several journals/conferences.

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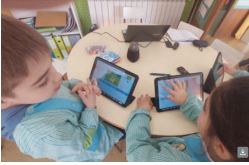
MARLENE FERNANDEZ

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Marlene Fernandez is a portuguese pre-school educator at Oliveira de Frades School Group (AEOF). Known for innovative integration of digital technologies and programming in early childhood education. Active in the Kids Media Lab project since 2015. Represented AEOF at the "II International Congress on Technologies in Childhood" (2018). Presented "Coding as Another Language - ScratchJr in Kindergarten." Participant in the European Erasmus+ "Prerobot" project, promoting programming and robotics in pre-school. Recognized for pedagogical practices incorporating digital technologies to develop essential skills in young children.

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STAMATIOS PAPADAKIS

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Stamatios Papadakis is an Assistant Professor in Educational Technology at the University of Crete, Greece. His research focuses on digital education, computational thinking, AI, and educational robotics, particularly in early childhood and primary education. As an accomplished editor and author, he has published numerous books and articles, including Intelligent Educational Robots (De Gruyter, 2024) and IoT, AI, and ICT for Educational Applications (Springer, 2024). He is the Chairman of EU Code Week Ambassadors and a member of the European Commission Expert Group for Digital Education Content.

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## KELLY POWERS

HACKLEY PUBLIC SCHOOL, USA



Kelly Powers is a middle school Computer Science teacher on the Hackley School K-12 CS team, redesigning their curriculum and integrating AI, VR, and data science. She also provides PD and consulting nationally, focusing on Computational Thinking and Computer Science for K-8 teachers. Previously, she was a Teacher in Residence at Cornell Tech and a Co-PI on an NSF grant, coaching elementary teachers in CT/CS integration. With the ScratchJr Collaborative, she led a project enhancing teachers' coding pedagogy using DevTech resources, leading to numerous PD sessions for educators.

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## ANNMARIA TIERNO PARAGON MILLS ELEMENTARY SCHOOL, USA



Ann Tierno is a K-5 computer science teacher in Nashville, TN, with 14 years of experience shaping young learners' engagement with computing, following a career in nonprofit higher education. She serves on her district's CS curriculum committee and the CSTA Professional Development Committee, advocating for equitable CS education. A participant in the SEC initiative focused on broadening CS access (especially for English as a second Language students), she created Scratch Coding Circle cards to support student discourse in coding. Currently pursuing an education doctorate, her research examines K-5 teachers' understanding of CS integration into the general curriculum and factors influencing their preparedness.

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## CARINA GONZALEZ UNIVERSITY OF LA LAGUNA, SPAIN



Carina González is a Full Professor of Computer Architecture Technology at the University of La Laguna (Spain), teaching across multiple departments. With PhDs in Computer Science and Social Science & Education, plus certifications in related tech fields, she leads the ITED research group and chairs the Women Studies Research Institute and Digital Culture at her university. She founded the university's Virtual Teaching Service, directs online programs and MOOCs, and is active in academic organizations like IEEE (as Editor in Chief of IEEE-RITA), receiving awards for her work in informatics applied to education and HCI.

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## JAMIE VERNER MISSISSIPPI CENTER FOR TECHNOLOGY OUTREACH, USA



Jamie Varner serves as Head of Mississippi State Extension Center for Technology Outreach. The Extension Center for Technology Outreach delivers technology-focused training and support across the state. The Center offers hands-on instruction tailored to both internal MSU Extension personnel and external clientele, that ensures technology becomes an accessible and empowering tool for work, learning, and daily life. Jamie enjoys spending quality time with her family and being outdoors.

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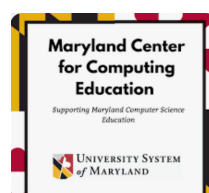
## ELISSA HOZORE

CODE IN SCHOOLS, USA



Elissa Hozore is the director of Accessible Learning at Code in the Schools, a non-profit that empowers Baltimore City youth to thrive by expanding access to quality computer science education and provides professional learning opportunities to educators across Maryland. Elissa also leads the CSAccess group which advocates for computer science for all learners and aims to support the CS education community in the intentional design of programs, tools, resources, and training to ensure safe and equitable access for people with diverse physical and neurological abilities. Prior to joining Code in the Schools, Elissa was the CS specialist at the Maryland State Department of Education.

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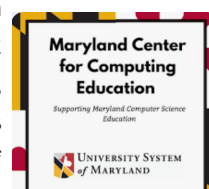


## TIM DIXON MARYLAND CENTER COMPUTER EDUCATION, USA



Currently serves as a Computer Science Consultant at the Maryland Center for Computer Education (MCCE). Retired in August 2022 after 28 years as an elementary school teacher in Prince George's County. Tim worked as a K-12 consultant for Prince George's County during the 2022-2023 school year, supporting computer science initiatives. He helped develop Loyola University's pioneering K-8 Computer Science for Multilanguage Cohort in Spring 2023, one of the first higher education programs to train MLL/ELL teachers in computer science integration Technology Integration MS Degree from Johns Hopkins..

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## MARISEL TORRES-CRESPO HOOD COLLEGE, USA



Dr. Marisel Torres-Crespo is a Full Professor of Education at Hood College. With over two decades of experience, she specializes in early childhood education, curriculum design, instructional technology, and educator training. A dynamic bilingual presenter, Dr. Torres Crespo is passionate about integrating computational thinking and coding in early childhood settings, and her work has empowered educators across the U.S. and internationally. Her mission is to support and inspire 21st-century educators.

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## ANASTASIOS KOLLIAS

MELLON LAB, GREECE



Anastasios Kollias is the co-founder and president of the Greek non-profit mellonLAB (est. 2019), specializing in robotics and programming for all ages and 21st-century skills. Anastasios led FIRST Global Challenge Athens 2024 (190+ countries, 500+ volunteers, 15,000+ visitors). He was the publisher of digitalgames.edu.gr and is a certified LEGO® Education teacher trainer. Since 2010, Anastasios has designed/developed Robotics & STEM programs for primary/secondary education, serving as trainer, consultant, and coach.

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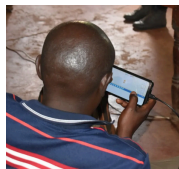


## MAXWELL FUNDI

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Maxwell Fundi is a computer science educator and co-founder of Edutab Africa, an Edtech company advancing equitable digital learning in Africa. He promotes computer science education by equipping teachers and learners with creative coding skills using tools like Scratch and ScratchJr. At Edutab, Maxwell develops programs integrating coding into curricula, trains teachers in digital pedagogy, and empowers children in underserved communities as technology creators. He believes early programming fosters computational thinking, problem-solving, storytelling, and innovation, making computer science accessible and meaningful for young African learners.



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## PATRICK NJOROGI

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Patrick Njoroge is a Development Practitioner and co-founder of EduTab Africa, a Kenyan EdTech company committed to enhancing education through technology. With over eight years of experience in education technology, science engagement, and development communication, he has collaborated with organisations such as Aston University, the British Council, and Save the Children International. At EduTab Africa, Patrick leads partnership development and champions inclusive digital learning across Africa and beyond. He is deeply involved in promoting STEAM education and has contributed to the design of eLearning content and coding initiatives using platforms like Scratch.



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## AVI BEN-ARI

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Avia Ben-Ari is a third-year PhD candidate at the Faculty of Education in Science and Technology's Mindful Learning Technologies Lab at the Technion - Israel Institute of Technology. With a background in English language and literature, special education, and a master's degree in Bibliotherapy, her work lies at the intersection of language, technology, and emotional well-being. Her current research explores coding as a language in its own right, as one that can serve both cognitive and emotional functions. Avia is developing an emerging approach called Expressive Coding, combining coding instruction with structured, therapeutic writing practices to position programming not only as a 21st-century literacy, but also as a tool for emotional growth, resilience building, and well-being in children.

**Kibo vs. ScratchJr  
HodHacarmel 2022**  
Main quantitative findings  
10/14/22

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## MARIA BERROCAL I AREVALO

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María Berrocal i Arévalo is a researcher at the UdiGitalEdu research group at the University of Girona (Spain), where she participates in innovative projects at the intersection of Education, Technology, and Cooperation for Development. In addition, she teaches and mentors future educators as a Teaching Fellow in Technologies for Teaching and Learning at the university's Faculty of Education. Her work focuses on designing creative, culturally relevant learning experiences where children are not only learners, but also storytellers, creators, and changemakers.



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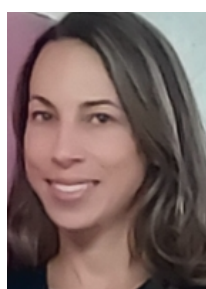
Jordi Freixenet is a Full Professor of Computer Engineering at the University of Girona, researching the transformative power of creative technologies in education. Employing a research-practice approach, he co-designs and tests playful learning experiences with schools, teachers, and children, drawing inspiration from MIT's Lifelong Kindergarten Lab, Boston College's DevTech, and Maria Antònia Canals. He directs UdiGitalEdu and the Tekhné Chair (UdG & Salt Town Council), which promotes transformative education through technology and creativity for social inclusion and values.



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## LISA CORONA

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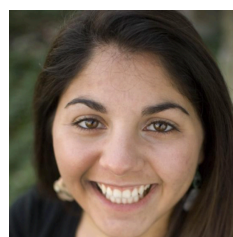
Lisa Corona is an experienced educator and instructional leader with over 18 years in public education. She spent 7 years teaching middle school science and has served 11 years as Science Supervisor for Hillside Public Schools, leading K-12 curriculum and professional development. As the district's Computer Science Champion through Amazon Future Engineer + BootUp, she supports coding integration and sustainability. Lisa is a member of the Scratch Education Collaborative and Scratch Jr Special Interest Group. She has written and managed grants in areas including mental health, dual enrollment, and computer science, supporting strategic planning and high-impact, student-centered programs.



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## RITA DELLA VALLE

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Rita Della Valle currently serves as the K-12 Supervisor of Mathematics for Hillside Public Schools in Hillside, NJ. She is passionate about providing equity in mathematics instruction.



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## ZVI BECKERMAN

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Dr. Zvi Bekerman teaches anthropology of education at the School of Education, Hebrew University of Jerusalem, and is a research fellow at The Harry S. Truman Research Institute for the Advancement of Peace in the same university. His main interests are in the study of cultural, ethnic and national identity, including identity processes and negotiation during intercultural encounters and in formal/informal learning contexts. He is particularly interested in how concepts such as culture and identity intersect with issues of social justice, intercultural and peace education, and citizenship education. In addition to publishing multiple papers in a variety of academic journals, Bekerman is the founding editor of the refereed journal *Diaspora, Indigenous, and Minority Education: An International Journal*.

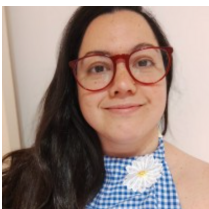


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MAGALÍ VENDRAMINI

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Magalí Vendramini is an English teacher specialized in Material Design and holds a diploma in Educational Technologies. She works as a Bilingual EdTech teacher and facilitator in kindergarten. She also coordinates the English Department at a primary school, teaches English as a Foreign Language Methodology at Teacher Training College, and has delivered courses on EdTech for the Ministry of Education in the City of Buenos Aires. She has developed problem-based and cross-curricular projects with technologies at school and designed lesson plans on coding and computational thinking for different companies.



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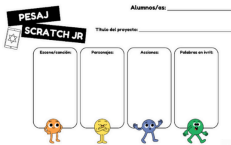
ERIKA SZTYRLE

ARLENE FERN COMMUNITY SCHOOL - ARGENTINA





Erika Sztyle is a trained elementary school teacher, certified in Digital Teaching & Educational Innovation. She is passionate about supporting teachers in the design, implementation, and assessment of meaningful learning experiences through thoughtful integration of educational technologies, active methodologies, and engaging environments. Has been working at Arlene Fern Community School since 2023 as an Ed Tech Facilitator with both Kinder and Elementary teams. Currently collaborating in the coordination and development of pedagogical projects for grades 1–3.



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SHARIN JACOB

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Sharin Rawhiya Jacob is a Researcher in Computational Thinking Pathways at Digital Promise Global. Her research interests examine computing, language, and literacy integration, with an emphasis on providing equitable computer science pathways for diverse learners. Sharin’s work has been published broadly in journals including Computer Science Education, ACM Transactions on Computing Education, Teachers College Record, and Journal of Computer Science Integration.



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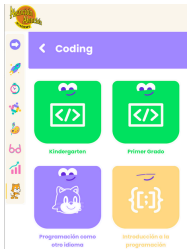
MADELAINE VAZQUEZ

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Madelaine Vázquez Rodríguez is the Program Director of Atención Atención Academy Workshop at Fundación Atención Atención, an innovative educational platform that provides curriculum for early childhood education and has reached over 100,000 children in Puerto Rico. With over 15 years in educational technology product development, she previously served as Chief Innovation Officer at Casa Grande Interactive Communications and founded PIXEL TECH, a system and application development company. Madelaine has extensive knowledge of AI She also serves on the board of Fundación Operación Éxito and is passionate about volunteer work in environmental protection and animal welfare.



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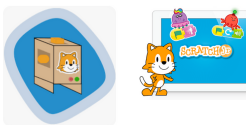
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