About the Contributors

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Moisés Espínola received his BS degree in computer science from the University of Almería, Spain. From 2005 to 2010 he has worked as computer lecturer at La Salle and as researcher at the University of Almeria. He has worked in several national and international research projects on simulation with 3D computer graphics applied to psychology. In 2005 he joined to Information Systems Group and in 2008 he joined to Applied Computing Group. His research interests include Human-Computer Interaction, 3D Graphics Simulations and Remote Sensing.

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Fernando González Gatica, Bachelor of Arts and Literature and Pedagogue (Catholic University, Chile) is a developmental cognitive and dynamic assessment specialist (International Center for the Enhancement of Learning Propensity, Israel). Before joining the Faculty of Education at Diego Portales University (Chile) he taught in High schools for 12 years. His research interests are concerned with children's cognitive development and implications for socio emotional behavior. A particular focus has been the dynamic assessment of learning potential and cognitive intervention in population with educational special needs and young people in social risk. His current particular focus is concerned with the influence of a particular cognitive approach in social-emotional education and self-regulation in young children and adolescents. He is doing a Master degree in Educational and Psychological Intervention at University of Navarra (Spain).

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Kelly Ligon, M.Ed., worked for several years with students with intellectual disabilities at the elementary, middle and high school levels. She earned her BS degree in Mental Retardation from James Madison University, Endorsement in Severe Disabilities from Virginia Commonwealth University and her M.Ed. in Special Education/ Assistive Technology from George Mason University. Kelly’s interests are in collaboration/ inclusion, assistive technology, augmentative communication and transition. She has helped school divisions to develop assistive technology services and teams through monthly support meetings, follow-up training, as well as providing professional development opportunities. Virginia Department of Education’s Training and Technical Assistance Center at the Virginia Commonwealth University.

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