Dr. Alberto Ramirez Martinell

**Current post**

* Full-Time Researcher at Universidad Veracruzana, Mexico.

**Academic Background**

* PhD in Educational Research, Lancaster University, *UK*
* MSc in Computer Science and Media, University of Furtwangen, *Germany*
* BSc in Computer Engineering, National University of Mexico, *Mexico*
* BA in Humanities, Universidad del Claustro de Sor Juana, *Mexico*

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Alberto Ramírez Martinell is a Full Time Researcher at a prestigious public University in Mexico; he holds since 2013 an acknowledgement of level 1 in the Mexican Research System. According to the Mexican Ministry of Education he has a desirable academic profile; he is a member of the registry of accredited evaluators of the National Council of Science and Technology of Mexico in the field of Humanities and Behaviour. He has served as an evaluator for postgraduate programs in the National Register of Quality Postgraduate Programs (Known in Spanish as PNPC). He is the chair of the thematic area pf ICT and Education from the Mexican Association of Educational Research (COMIE – BERA and WERA Mexican Partner) from February 2019 to January 2021. He works at the Research Center of Innovation in Higher Education (CIIES) at the University of Veracruz and in the Doctoral Program of Computer Science.

His research interests oscillate mainly in three areas:

1. Digital Knowledge set of educational stakeholders
2. Educational technology
3. Development of digital educational solutions

He has authored and co-authored several scientific articles, books and book chapters, and been a speaker at national and international forums (Costa Rica, Ecuador, Paraguay, Spain, The Netherlands, Germany, Scotland, England, Ireland, Finland, Norway, Austria, Japan). His work is based on the philosophy of open culture and therefore supports pragmatically the use of open source software and flexible licensing forms such as the creative commons one.

He currently develops a research in which the academic discipline and the Information and Communication Technologies are related to determine an academic view of disciplinary ICT, making evident that what a Biologist, for example, knows and uses ICT for, defers from what a Philosopher does. He is eager to find an academic peer in Shanghai to share results and to collaborate with.