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Maureen D. Neumann, Lisa Dion

Becoming MIT David Kaiser, 2010 The evolution of MIT, as seen in a series of crucial decisions over the years.

The Book Amaranth Borsuk, 2018-05-04 The book as object, as content, as idea, as interface. What is the book in a digital age? Is it a physical object containing pages encased in covers? Is it a portable device that gives us access to entire libraries? The codex, the book as bound paper sheets, emerged around 150 CE. It was preceded by clay tablets and papyrus scrolls. Are those books? In this volume in the MIT Press Essential Knowledge series, Amaranth Borsuk considers the history of the book, the future of the book, and the idea of the book. Tracing the interrelationship of form and content in the book's development, she bridges book history, book arts, and electronic literature to expand our definition of an object we thought we knew intimately. Contrary to the many reports of its death (which has been blamed at various times on newspapers, television, and e-readers), the book is alive. Despite nostalgic paeans to the codex and its printed pages, Borsuk reminds us, the term "book" commonly refers to both medium and content. And the medium has proved to be malleable. Rather than pinning our notion of the book to a single form, Borsuk argues, we should remember its long history of transformation. Considering the book as object, content, idea, and interface, she shows that the physical form of the book has always been the site of experimentation and play. Rather than creating a false dichotomy between print and digital media, we should appreciate their continuities.

Teaching Computational Thinking Maureen D. Neumann, Lisa Dion, 2021-12-21 A guide for educators to incorporate computational thinking—a set of cognitive skills applied to problem solving—into a broad range of subjects. Computational thinking—a set of mental and cognitive tools applied to problem solving—is a fundamental skill that all of us (and not just computer scientists) draw on. Educators have found that computational thinking enhances learning across a range of subjects and reinforces students' abilities in reading, writing, and arithmetic. This book offers a guide for incorporating computational thinking into middle school and high school classrooms, presenting a series of activities, projects, and tasks that employ a range of pedagogical practices and cross a variety of content areas. As students problem solve, communicate, persevere, work as a team, and learn from mistakes, they develop a concrete understanding of the abstract principles used in computer science to create code and other digital artifacts. The book guides students and teachers to integrate computer programming with visual art and geometry, generating abstract expressionist-style images; construct topological graphs that represent the relationships between characters in such literary works as *Harry Potter and the Sorcerer's Stone* and *Romeo and Juliet*; apply Newtonian physics to the creation of computer games; and locate, analyze, and present empirical data relevant to social and political issues. Finally, the book lists a variety of classroom resources, including the programming languages Scratch (free to all) and CodeSters (free to teachers). An accompanying website contains the executable programs used in the book's activities.

The Privileged Poor Anthony Abraham Jack, 2019-03-01 An NPR Favorite Book of the Year Winner of the Critics' Choice Book Award, American Educational Studies Association Winner of the Mirra Komarovsky Book Award Winner of the CEP-Mildred García Award for Exemplary Scholarship "Eye-opening...Brings home the pain and reality of on-campus poverty and puts the blame squarely on elite institutions." —Washington Post "Jack's investigation redirects attention from the matter of access to the matter of inclusion...His book challenges universities to support the diversity they indulge in advertising." —New Yorker "The lesson is plain—simply admitting low-income students is just the start of a university's obligations. Once they're on campus, colleges must show them that they are full-fledged citizen." —David Kirp, American Prospect "This book should be studied closely by anyone interested in improving diversity and inclusion in higher education and provides

a moving call to action for us all.” —Raj Chetty, Harvard University The Ivy League looks different than it used to. College presidents and deans of admission have opened their doors—and their coffers—to support a more diverse student body. But is it enough just to admit these students? In this bracing exposé, Anthony Jack shows that many students’ struggles continue long after they’ve settled in their dorms. Admission, they quickly learn, is not the same as acceptance. This powerfully argued book documents how university policies and campus culture can exacerbate preexisting inequalities and reveals why some students are harder hit than others.

Innovating Luis Perez-Breva, 2018-08-28 Discover the MIT-developed, “doer’s approach” to innovation with this guide that reveals you don’t need an earth-shattering idea to create a standout product, service, or business—just a hunch that you can scale up to impact. Innovation is the subject of countless books and courses, but there’s very little out there about how you actually innovate. Innovation and entrepreneurship are not one and the same, although aspiring innovators often think of them that way. They are told to get an idea and a team and to build a show-and-tell for potential investors. In *Innovating*, Luis Perez-Breva describes another approach—a doer’s approach developed over a decade at MIT and internationally in workshops, classes, and companies. He shows that innovating doesn’t require an earth-shattering idea; all it takes is a hunch. Anyone can do it. By prototyping a problem and learning by being wrong, innovating can be scaled up to make an impact. As Perez-Breva demonstrates, “nothing is new” at the outset of what we only later celebrate as innovation. In *Innovating*, the process—illustrated by unique and dynamic artwork—is shown to be empirical, experimental, nonlinear, and incremental. You give your hunch the structure of a problem. Anything can be a part. Your innovating accrues other people’s knowledge and skills. Perez-Breva describes how to create a kit for innovating, and outlines questions that will help you think in new ways. Finally, he shows how to systematize what you’ve learned: to advocate, communicate, scale up, manage innovating continuously, and document—“you need a notebook to converse with yourself,” he advises. Everyone interested in innovating also needs to read this book.

Make It Clear Patrick Henry Winston, 2020-08-25 The essentials of communication for professionals, educators, students, and entrepreneurs, from organizing your thoughts to inspiring your audience. Do you give presentations at meetings? Do you ever have to explain a complicated subject to audiences unfamiliar with your field? Do you make pitches for ideas or products? Do you want to interest a lecture hall of restless students in subjects that you find fascinating? Then you need this book. *Make It Clear* explains how to communicate—how to speak and write to get your ideas across. Written by an MIT professor who taught his students these techniques for more than forty years, the book starts with the basics—finding your voice, organizing your ideas, making sure what you say is remembered, and receiving critiques (“do not ask for brutal honesty”)—and goes on to cover such specifics as preparing slides, writing and rewriting, and even choosing a type family. The book explains why you should start with an empowerment promise and conclude by noting you delivered on that promise. It describes how a well-crafted, explicitly identified slogan, symbol, salient idea, surprise, and story combine to make you and your work memorable. The book lays out the VSN-C (Vision, Steps, News-Contributions) framework as an organizing structure and then describes how to create organize your ideas with a “broken-glass” outline, how to write to be understood, how to inspire, how to defeat writer’s block—and much more. Learning how to speak and write well will empower you and make you smarter. Effective communication can be life-changing—making use of just one principle in this book can get you the job, make the sale, convince your boss, inspire a student, or even start a revolution.

Lifelong Kindergarten Mitchel Resnick, 2018-08-28 How lessons from kindergarten can help everyone develop the creative thinking skills needed to thrive in today’s society. In

kindergartens these days, children spend more time with math worksheets and phonics flashcards than building blocks and finger paint. Kindergarten is becoming more like the rest of school. In *Lifelong Kindergarten*, learning expert Mitchel Resnick argues for exactly the opposite: the rest of school (even the rest of life) should be more like kindergarten. To thrive in today's fast-changing world, people of all ages must learn to think and act creatively—and the best way to do that is by focusing more on imagining, creating, playing, sharing, and reflecting, just as children do in traditional kindergartens. Drawing on experiences from more than thirty years at MIT's Media Lab, Resnick discusses new technologies and strategies for engaging young people in creative learning experiences. He tells stories of how children are programming their own games, stories, and inventions (for example, a diary security system, created by a twelve-year-old girl), and collaborating through remixing, crowdsourcing, and large-scale group projects (such as a Halloween-themed game called *Night at Dreary Castle*, produced by more than twenty kids scattered around the world). By providing young people with opportunities to work on projects, based on their passions, in collaboration with peers, in a playful spirit, we can help them prepare for a world where creative thinking is more important than ever before.

Data Science John D. Kelleher, Brendan Tierney, 2018-04-13 A concise introduction to the emerging field of data science, explaining its evolution, relation to machine learning, current uses, data infrastructure issues, and ethical challenges. The goal of data science is to improve decision making through the analysis of data. Today data science determines the ads we see online, the books and movies that are recommended to us online, which emails are filtered into our spam folders, and even how much we pay for health insurance. This volume in the MIT Press Essential Knowledge series offers a concise introduction to the emerging field of data science, explaining its evolution, current uses, data infrastructure issues, and ethical challenges. It has never been easier for organizations to gather, store, and process data. Use of data science is driven by the rise of big data and social media, the development of high-performance computing, and the emergence of such powerful methods for data analysis and modeling as deep learning. Data science encompasses a set of principles, problem definitions, algorithms, and processes for extracting non-obvious and useful patterns from large datasets. It is closely related to the fields of data mining and machine learning, but broader in scope. This book offers a brief history of the field, introduces fundamental data concepts, and describes the stages in a data science project. It considers data infrastructure and the challenges posed by integrating data from multiple sources, introduces the basics of machine learning, and discusses how to link machine learning expertise with real-world problems. The book also reviews ethical and legal issues, developments in data regulation, and computational approaches to preserving privacy. Finally, it considers the future impact of data science and offers principles for success in data science projects.

When MIT Was Boston Tech Samuel C. Prescott, 2003-03-17 This book is more than formal history. It is a personal report, an essay in interpretation and remembrance which is important both for what it tells about MIT's first half-century and for what it tells about what Dean Prescott found important and interesting in that half-century. Dean Prescott was associated with the Institute for nearly two thirds of a century. He knew the Institute from the vantage points of student, teacher, department head, dean, alumnus, and parent. He had a formative influence on its policy-making and was an articulate protagonist of the Institute's program and policies. He viewed MIT's formative years not only with an expert's understanding but out of a deep sense of loyalty and devotion. This book is a testament of faith in an institution, an earnest statement of the author's abiding belief in the staff, students, and alumni he has known. Dean Prescott's account begins four years before the first instruction was given on February 20, 1865 at Boston Tech in the vicinity of Copley Square, Boston and concludes with the Institute's establishment in Cambridge in 1916.

Introduction to Machine Learning Ethem Alpaydin, 2014-08-22 Introduction -- Supervised learning -- Bayesian decision theory -- Parametric methods -- Multivariate methods -- Dimensionality reduction -- Clustering -- Nonparametric methods -- Decision trees -- Linear discrimination -- Multilayer perceptrons -- Local models -- Kernel machines -- Graphical models -- Brief contents -- Hidden markov models -- Bayesian estimation -- Combining multiple learners -- Reinforcement learning -- Design and analysis of machine learning experiments.

Architecture Dana Cuff, 1992 Dana Cuff delves into the architect's everyday world in *Architecture* to uncover an intricate social art of design, resulting in a new portrait of the profession that sheds light on what it means to become an architect.

March 4, anniversary edition Jonathan Allen, 2019-02-19 Scientists debate the role of scientific research in the military-industrial complex and consider the complicity of academic science in American wars. On March 4, 1969, MIT faculty and students joined together for an extraordinary day of protest. Growing out of the MIT community's anguish over the Vietnam War and concern over the perceived complicity of academic science with the American war machine, the events of March 4 and the days following were a "positive protest"—a forum not only for addressing political and moral priorities but also for mapping out a course of action. Soon afterward, some of the participants founded the Union of Concerned Scientists. This book documents the March 4 protest with transcripts of talks and panel discussions. Speakers included Noam Chomsky, Howard Zinn, Lionel Trilling, and Nobel Laureate George Wald, whose memorable speech, "A Generation in Search of a Future," was widely circulated. Topics of discussion ranged from general considerations of the intellectuals' political responsibility to specific comments on the Vietnam War and nuclear disarmament. This fiftieth anniversary edition adds a foreword by Kurt Gottfried, a physicist, participant in the March 4 protest, and cofounder of the Union of Concerned Scientists. He writes, forcefully and hopefully, "Fifty years ago, a remarkable awakening was occurring among American scientists about their role in society. This volume offers a fascinating snapshot of that moment on March 4, 1969, and the activities and discussions collected here remain relevant and resonant today." In an era when many politicians routinely devalue science, we can take inspiration from the March 4 protests.

Technology and the Dream Clarence G. Williams, 2003-02-28 Transcripts of more than seventy-five oral history interviews in which the interviewees assess their MIT experience and reflect on the role of blacks at MIT and beyond. This book grew out of the Blacks at MIT History Project, whose mission is to document the black presence at MIT. The main body of the text consists of transcripts of more than seventy-five oral history interviews, in which the interviewees assess their MIT experience and reflect on the role of blacks at MIT and beyond. Although most of the interviewees are present or former students, black faculty, administrators, and staff are also represented, as are nonblack faculty and administrators who have had an impact on blacks at MIT. The interviewees were selected with an eye to presenting the broadest range of issues and personalities, as well as a representative cross section by time period and category. Each interviewee was asked to discuss family background; education; role models and mentors; experiences of racism and race-related issues; choice of field and career; goals; adjustment to the MIT environment; best and worst MIT experiences; experience with MIT support services; relationships with MIT students, faculty, and staff; advice to present or potential MIT students; and advice to the MIT administration. A recurrent theme is that MIT's rigorous teaching instills the confidence to deal with just about any hurdle in professional life, and that an MIT degree opens many doors and supplies instant credibility. Each interview includes biographical notes and pictures. The book also includes a general introduction, a glossary, and appendixes describing the project's methodology.

The MIT Encyclopedia of the Cognitive Sciences (MITECS) Robert A. Wilson, Frank

C. Keil,2001-09-04 Since the 1970s the cognitive sciences have offered multidisciplinary ways of understanding the mind and cognition. The MIT Encyclopedia of the Cognitive Sciences (MITECS) is a landmark, comprehensive reference work that represents the methodological and theoretical diversity of this changing field. At the core of the encyclopedia are 471 concise entries, from Acquisition and Adaptationism to Wundt and X-bar Theory. Each article, written by a leading researcher in the field, provides an accessible introduction to an important concept in the cognitive sciences, as well as references or further readings. Six extended essays, which collectively serve as a roadmap to the articles, provide overviews of each of six major areas of cognitive science: Philosophy; Psychology; Neurosciences; Computational Intelligence; Linguistics and Language; and Culture, Cognition, and Evolution. For both students and researchers, MITECS will be an indispensable guide to the current state of the cognitive sciences.

Mind and Hand Julius Adams Stratton,Loretta H. Mannix,2005 The intellectual heritage of MIT: an account of the flow of ideas about science and education that shaped the Institute as it emerged and that inspires it today. The motto on the seal of the Massachusetts Institute of Technology, *Mens et Manus* -- mind and hand -- signals the Institute's dedication to what MIT founder William Barton Rogers called the most earnest cooperation of intelligent culture with industrial pursuits. *Mind and Hand* traces the ideas about science and education that have shaped MIT and defined its mission -- from the new science of the Enlightenment era and the ideals of representative democracy spurred by the Industrial Revolution to new theories on the nature and role of higher education in nineteenth-century America. MIT emerged in mid-century as an experiment in scientific and technical education, with its origins in the tension between these old and new ideas. *Mind and Hand* was undertaken by Julius Stratton after his retirement from the presidency of MIT and continued by Loretta Mannix after his death; Philip N. Alexander, of the MIT Program in Writing and Humanistic Studies, stepped in to complete the project. The combined efforts of these three authors have given us what Julius Stratton envisioned -- a coherent account of the flow of ideas from which MIT emerged.

Simulation and Its Discontents Sherry Turkle,2022-11-01 How the simulation and visualization technologies so pervasive in science, engineering, and design have changed our way of seeing the world. Over the past twenty years, the technologies of simulation and visualization have changed our ways of looking at the world. In *Simulation and Its Discontents*, Sherry Turkle examines the now dominant medium of our working lives and finds that simulation has become its own sensibility. We hear it in Turkle's description of architecture students who no longer design with a pencil, of science and engineering students who admit that computer models seem more "real" than experiments in physical laboratories. Echoing architect Louis Kahn's famous question, "What does a brick want?", Turkle asks, "What does simulation want?" Simulations want, even demand, immersion, and the benefits are clear. Architects create buildings unimaginable before virtual design; scientists determine the structure of molecules by manipulating them in virtual space; physicians practice anatomy on digitized humans. But immersed in simulation, we are vulnerable. There are losses as well as gains. Older scientists describe a younger generation as "drunk with code." Young scientists, engineers, and designers, full citizens of the virtual, scramble to capture their mentors' tacit knowledge of buildings and bodies. From both sides of a generational divide, there is anxiety that in simulation, something important is slipping away. Turkle's examination of simulation over the past twenty years is followed by four in-depth investigations of contemporary simulation culture: space exploration, oceanography, architecture, and biology.

MIT 2012 Sun Kim,2011-03-15

Structure and Interpretation of Computer Programs Harold Abelson,Gerald Jay Sussman,2022-05-03 A new version of the classic and widely used text adapted for the

JavaScript programming language. Since the publication of its first edition in 1984 and its second edition in 1996, *Structure and Interpretation of Computer Programs (SICP)* has influenced computer science curricula around the world. Widely adopted as a textbook, the book has its origins in a popular entry-level computer science course taught by Harold Abelson and Gerald Jay Sussman at MIT. SICP introduces the reader to central ideas of computation by establishing a series of mental models for computation. Earlier editions used the programming language Scheme in their program examples. This new version of the second edition has been adapted for JavaScript. The first three chapters of SICP cover programming concepts that are common to all modern high-level programming languages. Chapters four and five, which used Scheme to formulate language processors for Scheme, required significant revision. Chapter four offers new material, in particular an introduction to the notion of program parsing. The evaluator and compiler in chapter five introduce a subtle stack discipline to support return statements (a prominent feature of statement-oriented languages) without sacrificing tail recursion. The JavaScript programs included in the book run in any implementation of the language that complies with the ECMAScript 2020 specification, using the JavaScript package `sicp` provided by the MIT Press website.

MIT Douglass Shand-Tucci, 2016-05-24 The Massachusetts Institute of Technology (MIT) was founded in 1861 as the cornerstone of Copley Square in Boston's Back Bay, then the center of a progressive, proto-globalist Brahmin culture committed to intellectual modernism and educational innovation. MIT founder William Barton Rogers's radical vision to teach by mind and hand was immediately successful. In 1916 MIT, growing by leaps and bounds, moved its campus to the nearby Charles River Basin in Cambridge, where it now stretches along the shore overlooking the Back Bay. MIT: The Campus Guide presents the history of the Institute's founding and its two campuses. Today, the campus is studded with buildings designed by noted architects such as William Welles Bosworth, Alvar Aalto, Eero Saarinen, I. M. Pei, Steven Holl, Charles Correa, J. Meejin Yoon, Frank Gehry, and Fumihiko Maki, among others. Alongside the architecture is a distinguished array of public art including works by Picasso, Henry Moore, Alexander Calder, Louise Nevelson, Frank Stella, Sol LeWitt, and Jaume Plensa.

Englisch deutsches und deutsch-englisches wörterbuch, mit besonderer rücksicht auf den gegenwärtigen standpunkt der literatur und wissenschaft bearbeitet Newton Ivory Lucas, 1868

Unveiling the Energy of Verbal Art: An Psychological Sojourn through **Mit**

In a global inundated with displays and the cacophony of quick interaction, the profound energy and psychological resonance of verbal beauty usually fade into obscurity, eclipsed by the constant barrage of noise and distractions. Yet, located within the lyrical pages of **Mit**, a charming perform of literary elegance that pulses with organic thoughts, lies an memorable trip waiting to be embarked upon. Published by way of a virtuoso wordsmith, that mesmerizing opus manuals viewers on an emotional odyssey, lightly exposing the latent possible and profound influence embedded within the complicated internet of language. Within the heart-wrenching expanse with this evocative examination, we can embark upon an introspective exploration of the book is main themes, dissect their captivating writing style, and immerse ourselves in the indelible effect it leaves upon the depths of readers souls.

Table of Contents Mit

1. Understanding the eBook Mit
 - The Rise of Digital Reading Mit
 - Advantages of eBooks Over Traditional Books
2. Identifying Mit
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Mit
 - User-Friendly Interface
4. Exploring eBook Recommendations from Mit
 - Personalized Recommendation s
 - Mit User Reviews and Ratings
 - Mit and Bestseller Lists
5. Accessing Mit Free and Paid eBooks
 - Mit Public Domain eBooks
 - Mit eBook Subscription Services
 - Mit Budget-Friendly Options
6. Navigating Mit eBook Formats
 - ePub, PDF, MOBI, and More
 - Mit Compatibility with Devices
- Mit Enhanced eBook Features
7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Mit
 - Highlighting and Note-Taking Mit
 - Interactive Elements Mit
8. Staying Engaged with Mit
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Mit
9. Balancing eBooks and Physical Books Mit
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Mit
10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
11. Cultivating a Reading Routine Mit
 - Setting Reading Goals Mit
 - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Mit
 - Fact-Checking eBook Content of Mit
 - Distinguishing Credible Sources
13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
14. Embracing eBook Trends
 - Integration of Multimedia Elements
 - Interactive and Gamified eBooks

Mit Introduction

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