

Mit

Jürgen Gerhardt

*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.

*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.

*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.

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.

**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.

**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.

**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.

**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.

*Mit Rahineh* 1955 Rudolf Anthes,2017-01-30 University Museum Monograph, 16

Neuestes vollständiges Wörterbuch der englischen und deutschen Sprache mit Berücksichtigung des amerikanischen Idioms ... William Odell Elwell,1850

**User's Manual for MIT River Basin Simulation Model** Massachusetts Institute of Technology. Hydrodynamics Laboratory,1979

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

*Art and Architecture at MIT* ,1982

**Numerische Simulation dreidimensionaler Umformvorgänge mit Einbezug des Temperaturverhaltens** Jürgen Gerhardt,2013-06-29 In diesem Band wird die Entwicklung eines auf der Finite-Elemente-Methode aufbauenden Simulationsverfahrens für die Kalt-, Halbwarm- und Warmmassivumformung beschrieben. Das Verfahren liefert detaillierte Informationen über die plastische Werkstückdeformation sowie Wärmeentstehung und Temperatenausgleich bei Massivumformvorgängen. Die Methode basiert auf dem Markovschen Extremalprinzip und ist auf isotrope, inkompressible Werkstoffe beschränkt. Das starrplastische Fließverhalten wurde mit Hilfe des Stoffgesetzes nach Lévy-Mises erfaßt (bei technischen Vorgängen der Massivumformung können die elastischen und temperaturbedingten Formänderungsanteile gegenüber den plastischen vernachlässigt werden). Die Anwendbarkeit des Simulationsverfahrens wurde an Beispielen zum Kalt- und Warmstauchen von Stahl- und Aluminiumquadern gezeigt. Direkte Vergleiche von berechneten mit experimentellen Untersuchungsergebnissen zeigten eine gute Übereinstimmung. Dazu wurde der zeitliche Temperaturverlauf im Stauchkörper

an verschiedenen Stellen meßtechnisch erfaßt und mit den Simulationswerten verglichen. Weitere Vergleiche wurden anhand von Kraft-Weg-Verläufen, Werkstückkonturen und visioplastisch bestimmten Vergleichs-Formänderungsverteilungen durchgeführt.

*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.

**MIT Project Athena** Gerard Meurant, 2016-06-22 A hands-on account of the design, implementation, and performance of Project Athena. Based on thousands of pages of reports and the author's own experience, this important book lets you in on the design, implementation, and performance of Project Athena - now a production system of networked workstations that is replacing time-sharing (which MIT also pioneered) as the preferred model of computing at MIT. The book is organized in four parts, covering management, pedagogy, technology, and administration. Appendixes describe deployment of Project Athena systems at five other schools, provide guidelines for installation, and recommend end-user policies.

**Langenscheidt Englisch mit System**, 2023-02-06 Englisch lernen – intensiv und systematisch Sie möchten sich fundierte Sprachkenntnisse aneignen? Dieser Englisch-Kurs mit seinen klar strukturierten Lektionen und umfassenden Erklärungen garantiert Ihnen dauerhaften Lernerfolg. Für erste bis fortgeschrittene Sprachkenntnisse: Das systematische Lehrbuch Alltagsnahe Dialoge Ausführliche Erklärungen zur englischen Grammatik Zwischentests zur Überprüfung des Lernfortschritts Das praktische Begleitbuch: Übersetzungen der Dialoge Hör- und Sprechtraining Verbtabelle Lösungen und Glossar Mit 484 Minuten Audiomaterial zum Hören und Sprechen als MP3-Download und auf 5 CDs Alle Audios als MP3-Download 4 Audio-CDs mit allen Dialogen, Hör- und Sprechübungen 1 MP3-CD mit dem Lektionswortschatz als Audio-Wortschatztrainer

Einführung in die Programmierung mit Natural & Adabas Michael Schlüter, Die Reihe beschäftigt sich mit Realisierungs- und Zuverlässigkeitsaspekten komplexer Software-Systeme. Den Schwerpunkt bilden konkrete Handlungsgrundsätze und implementierungsnahe Techniken für Informationssysteme und wissensbasierte Systeme. Dabei rücken Probleme bei der Modellierung, Analyse, Konzeption, Konstruktion und Validation komplexer Systeme in den Mittelpunkt, vor allem im Hinblick auf Programmierungsaspekte. Eine gemeinsame Eigenschaft der Einzelbände ist ihre Innovationskomponente. Diese Komponente wird auch durch die Einbeziehung von Werken interdisziplinären Charakters gewährleistet. Konkrete Anwendungssysteme, insbesondere aus technischen Bereichen einschließlich Büro- und Verwaltungsautomation, vermitteln den Praxisbezug.

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