

HUMANITIES before STEM@MIT

Prof. Brian Subirana

Director, MIT Auto-ID Lab &

Faculty at HES, Harvard University

Stem and Humanities success-
dependency is directly correlated
with the degree of ed-tech's use

Brian Subirana's conjecture #1

Caveat

(I have an MIT PhD in Stem and an MIT MBA and have taught at MIT Sloan and at the MIT School of Engineering)



FULL SCREEN

Photo: AboveSummit with Christopher Harting

QS ranks MIT the world's No. 1 university for 2018-19

Ranked at the top for the seventh straight year, the Institute also places first in 12 of 48 disciplines.

MIT News Office
June 6, 2018

MIT named No. 1 university worldwide for social sciences

Times Higher Education ranks MIT's social sciences the best in the world.

Jessica Fujimori | MIT News correspondent
November 9, 2015

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Times Higher Education ranks MIT No.1 in business and economics, No.2 in arts and humanities

Worldwide honors for 2019 span three MIT schools.

School of Humanities, Arts, and Social Sciences
November 15, 2018

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Course Finder

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Fine Arts	History	African History
Health and Medicine	Language	American History
Humanities	Linguistics	Ancient History
Mathematics	Literature	Asian History
Science	Philosophy	Comparative History
Social Science	Religion	European History
Society		Historical Methods

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Course #	Course Title	Level
3.094	Materials in Human Experience (Spring 2004)	Undergraduate
3.A08	Attraction and Repulsion: The Magic of Magnets (Fall 2005)	Undergraduate
4.602	Modern Art and Mass Culture (Spring 2012)	Undergraduate
4.605	Introduction to the History and Theory of Architecture (Spring 2012)	Undergraduate
4.615	The Architecture of Cairo (Spring 2002)	Undergraduate
4.619	Historiography of Islamic Architecture (Fall 2014)	Graduate
4.661	Theory and Method in the Study of Architecture and Art (Fall 2015)	Graduate
4.663	History of Urban Form: Locating Capitalism: Producing Early Modern Cities and Objects (Spring 2014)	Graduate
4.671	Nationalism, Internationalism, and Globalism in Modern Art (Spring 2016)	Undergraduate
4.S33	Unmanageability: Pathless Realities and Approaches (Spring 2015)	Graduate

Three Examples

Example 1: MIT Integrated Learning Initiative

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Study suggests dyslexics suffer from less brain plasticity

By Felice J. Freyer | GLOBE STAFF DECEMBER 21, 2016

The brain abnormalities that cause dyslexia may be deeper and more pervasive than previously thought, according to research from the Massachusetts Institute of Technology.

A study published Wednesday in the journal *Neuron* found that the brains of people with the reading disorder respond differently not just to words, but to objects and faces, as well.

The research suggests that the brain's plasticity — its ability to change in response to experiences — is reduced in people with dyslexia, pointing to “the core biological difference in the brains of people with dyslexia,” said John Gabrieli, a professor of brain and cognitive sciences, a member of MIT's McGovern Institute for Brain Research, and senior author of the study.



CBS NEWS NEWS SHOWS VIDEO CBSN MORE

AP September 22, 2017, 10:15 AM

Research shows babies try harder when they see you sweat

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NEW YORK — If at first you don't succeed, try, try again. Especially if a **baby is watching**.

Children around 15 months old can become more persistent in pursuing a goal if they've just seen an adult struggle at a task before succeeding, a new study says.

The results suggest there may be value in letting children see you sweat. “Showing children that hard work works might encourage them to work hard too,” **researchers concluded in a report** released Thursday by the journal *Science*.

The babies in the study didn't simply imitate what the grown-ups did. They faced a different challenge, showing they had absorbed a general lesson about the value of sticking to a task.

Researchers at the Massachusetts Institute of Technology conducted three experiments that included a total of 262 children ages 13 months to 18 months, with an average of 15 months.

The basic procedure was this: Two groups of children first watched a researcher remove a rubber frog from a clear plastic container, and also unhook a key chain from a carabiner, a metal ring with a hinged side.

For one group, the researcher succeeded only after 30 seconds of appearing to struggle to figure out how to do the task. For the other, success came easily, within

HOME SEARCH

The New York Times

SundayReview | OP-ED COLUMNIST

Schools That Work

David Leonhardt NOV. 4, 2016



Alanna Clark at Match High School in Boston in October. Kayana Szymczak for The New York Times

BOSTON — Alanna Clark still remembers the stress of third-grade reading time. When her class read books together aloud, Alanna would often become confused. She didn't understand how her classmates could answer the teacher's questions about the book so quickly. As they did, Alanna was still just trying to take in the words.

“It was frustrating, because I used to think, maybe I'm reading the wrong part,” she said. “But I wasn't.”

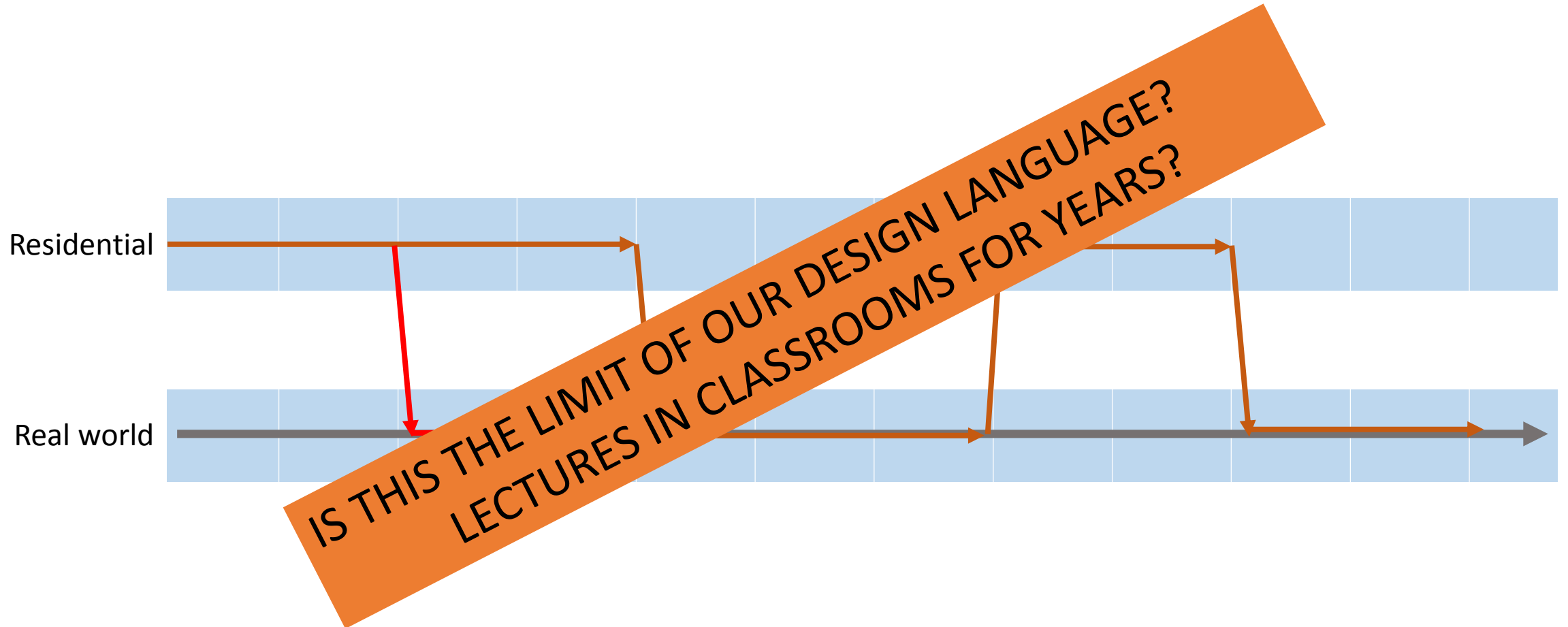
Alanna had a reading disability, and she was falling behind. Her mother repeatedly asked the school for help, without success — and then began to fear that a pattern was repeating itself. Alanna's sister, who was 12 years older, had also struggled in school. But schools kept promoting her, until she eventually made it to community college, where, unprepared, she flunked.

With this fear as a spur, Alanna's mother entered her into the long-shot lotteries that allow Boston children to attend schools outside their neighborhood. Alanna won one of them, and today is a poised, soft-spoken 10th grader at a charter school called Match, housed in [an old auto-parts store](#) on Commonwealth Avenue.

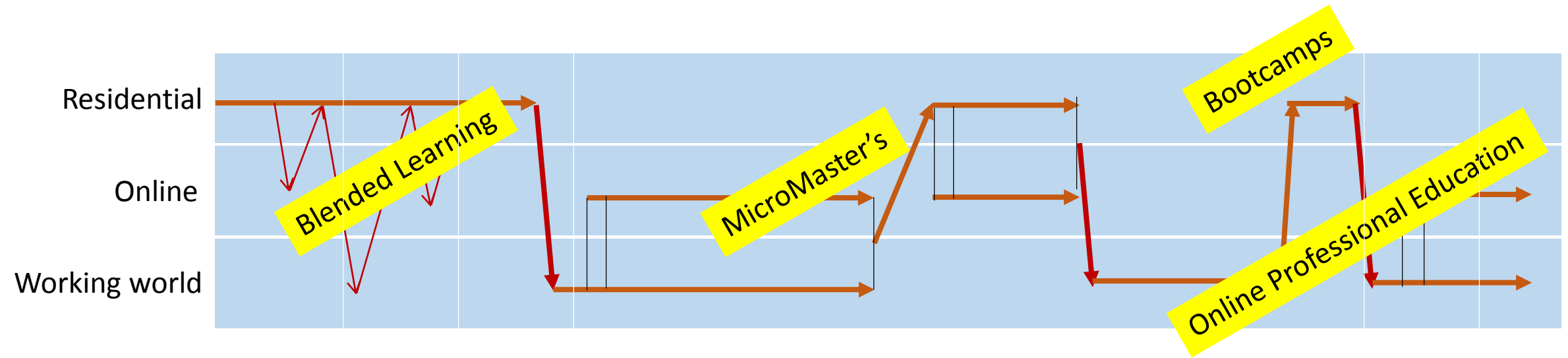
Charter schools — public schools that operate outside the normal system — have become a quarrelsome subject, of course, alternately



Existing Pathways

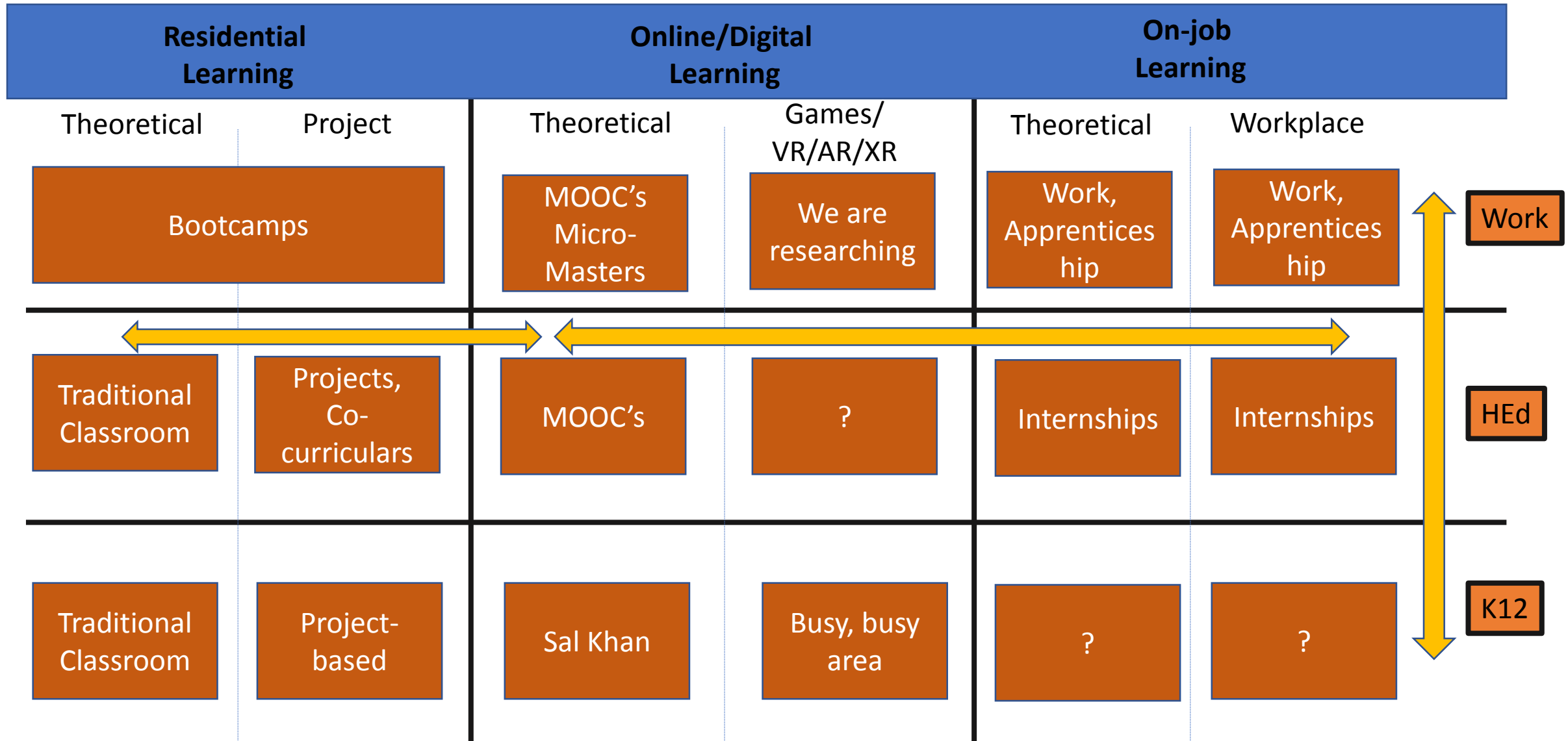


Academia needs a new design language



Slide courtesy of Prof. Sanjay Sarma

Lifelong learning



Office of Digital Learning Statistics

OCW

200+ million users
2000+ courses

MITx

2.8 million
120,000 certificates
124 courses

edX

13/45 million
130 partners
1500 courses

MicroMaster's

200,000 enrollees
20,000 certificates
1000+ μ M graduates

MicroMaster's

400,000 enrollments
40+ MM's
25+ Universities

Prof Ed Online

10,000+ students
\$10+ M Revenue

*Over 75 students
admitted to MIT*

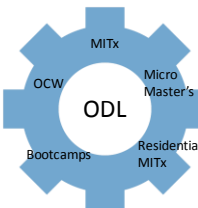
Onsite

Bootcamps

11 Bootcamps
900+ students
94 startups, \$50M+

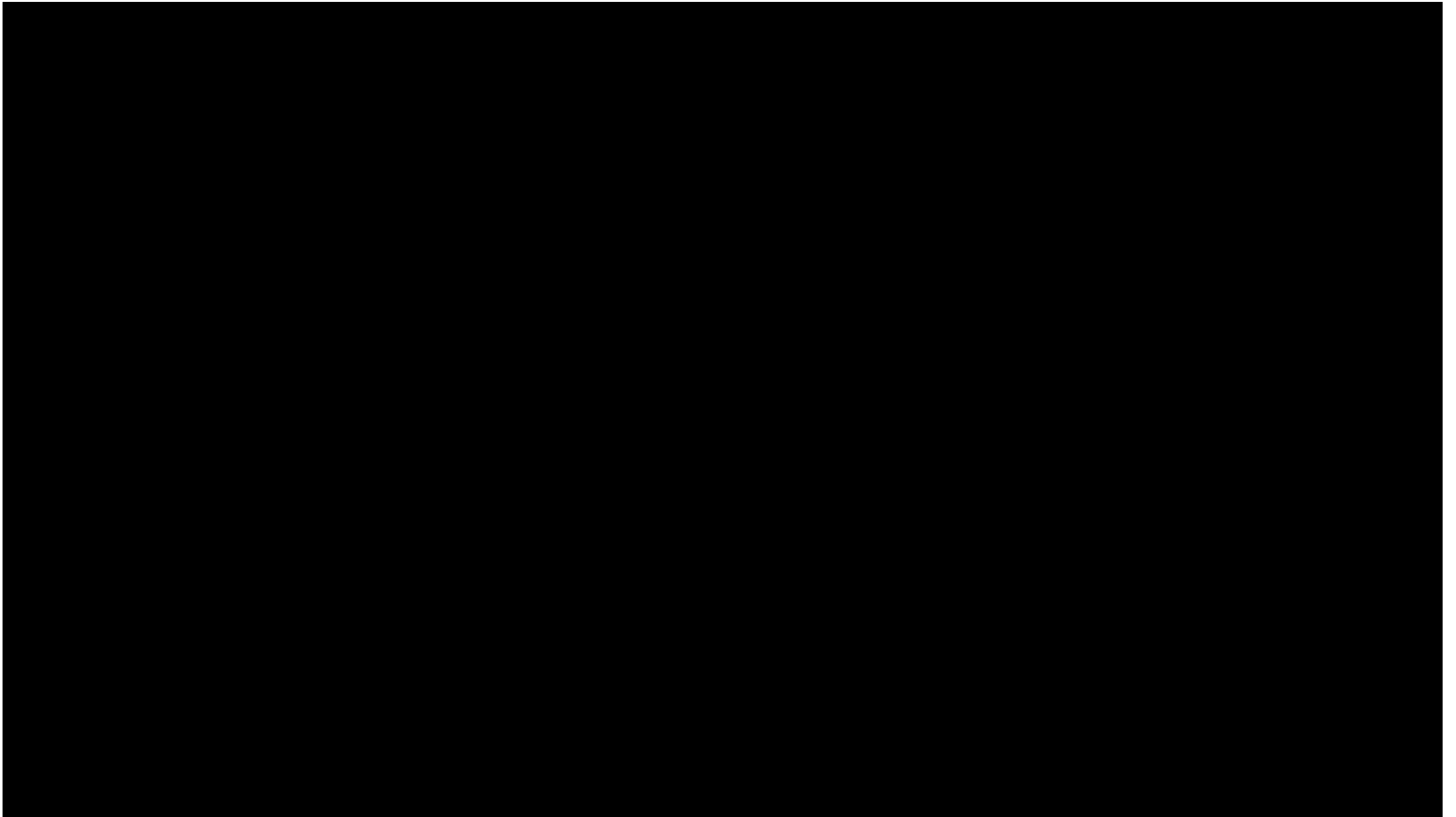
MITx Residential

97% of MIT UG
Over 100 courses
Over 100 professors



MIT Bootcamps and the Humanities:

1. On-line: Everything Technology Can Do Optimally
2. On-Ground: Everything Technology Can't do Optimally (Humanities)



Example 3: Future (\$1B)

- By giving MIT's five Schools a shared structure for collaborative education, research and innovation, the MIT Schwarzman College of Computing aims to
 1. foster breakthroughs in computing, particularly artificial intelligence – actively informed by the wisdom of other disciplines,
 2. deliver the power of AI tools to researchers in every field and
 3. advance pioneering work on AI's ethical use and societal impact.