

Mitchel Resnick

Professor of Learning Research
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Education	MASSACHUSETTS INSTITUTE OF TECHNOLOGY Masters (1988) and PhD (1992) in Computer Science PRINCETON UNIVERSITY B.A. in Physics, 1978 (Phi Beta Kappa, magna cum laude)
Work Experience	MIT MEDIA LABORATORY Assistant Professor, 1992-1996 Associate Professor (without tenure), 1996-2000 Associate Professor (with tenure), 2000-2006 Full Professor, 2006-present Academic Head, Media Arts & Sciences Program, 2005-present Director, Lifelong Kindergarten research group, 1992-present PLAYFUL INVENTION COMPANY Chairman, 2003-present BOSTON MUSEUM OF SCIENCE Board of Trustees, 1999-present BUSINESS WEEK MAGAZINE Science-technology correspondent, 1978-1983
Selected Projects	SCRATCH With the Scratch programming language and website, children and teens can create their own interactive stories, games, and animations – and share their creations on the web (http://scratch.mit.edu). Scratch has been called “the YouTube of interactive media.” PROGRAMMABLE BRICKS With our Programmable Bricks, children can build and program robots and other interactive inventions. Our Programmable Bricks served as the basis for the LEGO MindStorms Robotic Invention System (introduced by the LEGO Company in 1998) and the PicoCricket Kit (introduced by Playful Invention Company in 2006). COMPUTER CLUBHOUSE I co-founded the Computer Clubhouse network of after-school centers, where youth from low-income communities learn to express themselves creatively with new technologies. There are now more than 100 Clubhouses in 20 countries. STARLOGO I developed the StarLogo programming language to enable people to model and explore the workings of decentralized systems and emergent phenomena like bird flocks, traffic jams, and market economies (http://education.mit.edu/starlogo).

Honors & Awards	<p>LEGO Papert Professor for Learning Research, 1998-present Fukutake Career Development Chair, 1995-1998 National Science Foundation Young Investigator Award, 1993-1998 Vannevar Bush Fellowship for Science Journalism, 1983-84 AAAS Mass Media Fellowship, 1978</p>
Books	<p>Resnick, M. (1994). <i>Turtles, Termites, and Traffic Jams: Explorations in Massively Parallel Microworlds</i>. MIT Press.</p> <p>Kafai, Y., and Resnick, M., eds. (1996). <i>Constructionism in Practice: Designing, Thinking, and Learning in a Digital World</i>. L. Erlbaum.</p> <p>Colella, V., Klopfer, E., and Resnick, M. (2001). <i>Adventures in Modeling: Exploring Complex, Dynamic Systems with StarLogo</i>. Teachers College Press.</p>
Selected Academic Articles	<p>Resnick, M. (2007). All I Really Need to Know (About Creative Thinking) I Learned (By Studying How Children Learn) in Kindergarten. SIGCHI conference on Creativity & Cognition.</p> <p>Resnick, M. (2006). Computer as Paintbrush: Technology, Play, and the Creative Society. In Singer, D., Golikoff, R., and Hirsh-Pasek, K. (eds.), <i>Play = Learning: How play motivates and enhances children's cognitive and social-emotional growth</i>. Oxford University Press.</p> <p>Resnick, M., and Silverman, B. (2005). Some Reflections on Designing Construction Kits for Kids. <i>Proceedings of Interaction Design and Children conference</i>, Boulder, CO.</p> <p>Resnick, M. (2002). Rethinking Learning in the Digital Age. In <i>The Global Information Technology Report: Readiness for the Networked World</i>, edited by G. Kirkman. Oxford University Press.</p> <p>Resnick, M., Berg, R., and Eisenberg, M. (2000). Beyond Black Boxes: Bringing Transparency and Aesthetics Back to Scientific Investigation. <i>Journal of the Learning Sciences</i>, vol. 9, no. 1, pp. 7-30.</p> <p>Resnick, M. (1998). Technologies for Lifelong Kindergarten. <i>Educational Technology Research and Development</i>, vol. 46, no. 4.</p> <p>Resnick, M., Rusk, N., and Cooke, S. (1998). The Computer Clubhouse: Technological Fluency in the Inner City. In <i>High Technology and Low-Income Communities</i>. MIT Press.</p> <p>Resnick, M. (1996). Beyond the Centralized Mindset, <i>Journal of Learning Sciences</i>, vol. 5, no. 1, pp. 1-22.</p> <p>Resnick, M. (1993). Behavior Construction Kits. <i>Communications of the ACM</i>, vol. 36, no. 7, pp. 64-71.</p>