

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

Co-founder, Chairman, 2003-2010

BOSTON MUSEUM OF SCIENCE

Board of Trustees, 1999-2008

Board of Overseers, 2008-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 online (<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.

Honors & Awards	<p>McGraw Prize in Education, 2011 World Technology Award (category: education), 2011 Kids@Play Award: Digital Pioneer for Kids, 2010 Eliot Pearson Award for Excellence in Children's Media, 2008 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</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., Maloney, J., Monroy-Hernández, A., Rusk, N., Eastmond, E., Brennan, K., Millner, A., Rosenbaum, E., Silver, J., Silverman, B., and Kafai, Y. (2009). Scratch: Programming for All. <i>Communications of the ACM</i>, vol. 52, no. 11, pp. 60-67 (Nov. 2009).</p> <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., 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. (1993). Behavior Construction Kits. <i>Communications of the ACM</i>, vol. 36, no. 7, pp. 64-71.</p>