Dr. Justin Reich is an educational researcher interested in the future of learning in a networked world. He is the director of the MIT Teaching Systems Lab that aspires to design, implement and research the future of teacher learning.

A co-founder of EdTechTeacher, he developed this professional learning consultancy devoted to helping teachers leverage technology to create student-centered, inquiry-based learning environments. As a former Richard L. Menschel HarvardX Research Fellow, Reich led a study of large-scale open online learning through the HarvardX Initiative and was a lecturer at the Harvard Graduate School of Education. He is also a former fellow and faculty associate of the Berkman Klein Center for Internet and Society at Harvard University.

In addition to hosting the TeachLab podcast, Reich has five open online courses on EdX including “Sorting Truth from Fiction: Civic Online Reasoning” and “Becoming a More Equitable Educator: Mindsets and Practices.”

Reich graduated from the University of Virginia with bachelor’s and master’s degrees in Environmental History and received his Ed.D. from Harvard University. After starting his career teaching wilderness medicine, he went on to teach high school world history and history electives, and coached wrestling and outdoor activities.

Understanding barriers to adoption and effective implementation is critical to a better future for education and education technology. In this lecture, MIT Professor Justin Reich looks through the history of instructor-guided courses like massive open online courses (MOOCs), algorithm-guided tools like adaptive tutors and peer-guided spaces like networked learning communities. He argues that education technology has never sweepingly transformed schools, but a determined “tinkering” approach to continuous improvement can guide the way to better ecologies of education.

Recently, Reich and colleague Jal Mehta collected data on student and teacher experiences during the pandemic as schools transition from pandemic schooling to educational recovery.

They state, “Rather than a return to normal or the targeting of a narrowly conceived learning loss, the students and educators in our study emphasized themes of healing, year and essential values to rebuilding schools.”

But has been lost and imagine how the lessons learned from a tumultuous year can inform more equitable, resilient school systems for the future.”