

Save the Date:

Tuesday, November 16, 2021 at 5 p.m. ET

Lecture Title:**Failure to Disrupt: Why Technology Alone Can't Transform Education**

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.

**JUSTIN REICH, PH.D.**

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Educational Technology Researcher



SIMON INITIATIVE DISTINGUISHED LECTURE

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.

RESEARCHING ONLINE EDUCATION

MOOCs were heralded as the future of education and promised to close disparity gaps and innovate computer-graded assessments. Instead, Reich’s [research has found](#) that MOOCs face low completion and student return rates after the first year. In addition, [Reich’s research illustrates](#) how MOOCs do not bridge the promised disparity gap as students in more affluent areas are more likely to participate.

PANDEMIC AND EDUCATION

Recently, Reich and colleague Jal Mehta [collected data](#) on student and teacher experiences during the pandemic as K-12 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, community and humanity as key learnings from the pandemic year and essential values to rebuilding schools.”

As a result, Reich and Mehta developed a toolkit for schools to “reflect on the pandemic year, celebrate resilience, grieve what has been lost and imagine how the lessons learned from a tumultuous year can inform more equitable, resilient school systems for the future.”