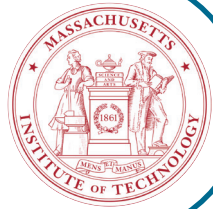


THE EVOLUTION OF MIT SLOAN ACTION LEARNING



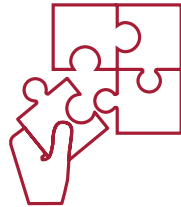
1861

MIT is founded upon a philosophy of **Mens et Manus**—mind and hand—learning by doing.



1914

MIT Course XV, or “Engineering Administration,” the bedrock for a school of management education, is established.

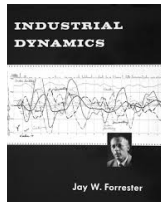


1938

Educator John Dewey publishes a philosophy of **experiential learning**, drawing on the works of prominent 20th century scholars (such as Jean Piaget, William James, and Carl Jung) who placed experience at the center of theories regarding human learning and development.

1950s

MIT Sloan Professor Jay Forrester develops the theory of **System Dynamics**, which models the relationship between the parts of a system and their influence on the system’s behavior over time. Today, the System Dynamics Group offers a wide array of courses and **hands-on learning** opportunities.



1950s

Dr. Reginald Revans, the “father” of Action Learning, undertakes research into workplace dynamics, drawing on his experience in the healthcare and mining industries.



1952

MIT Sloan School of Management is launched to address complex problems of modern industry and management.

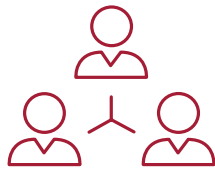


1960s

Revans is influenced by **MIT Professor Norbert Wiener’s** cybernetics theories: the science of communications and automatic control systems in machines and living things.

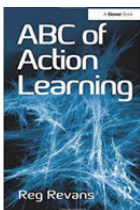
MID 1960s

MIT Professor Dick Beckhard and others create the Organization Development Network; Beckhard is said to be one of the founders and architects of what came to be called “experiential learning.”



1964

MIT Professor Ed Roberts offers a **prototype Action Learning course**, “Applications and Implementation of Industrial Dynamics,” matching student teams with local companies to apply system dynamics models to industrial problems.

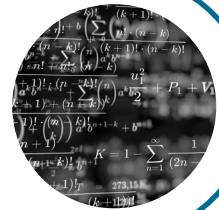


1972

Based on his work in the mining and healthcare industries, Revans coins the term “**Action Learning**,” launching a wave of industrial leadership training programs.

1980s

Former Dean (1966-1980) and Professor Emeritus **William Pounds** teaches **Applied Corporate Analysis**. Five teams of students are matched to private companies and told to think as if they were the board of directors, identify the companies’ problems, decide how to solve them, and present their findings to the corporate leaders.



1992

Entrepreneurship Lab (E-Lab), the first modern MIT Sloan Action Learning lab, is offered. Students conduct intensive on-site work on critical business challenges in high-tech startups.



1996

The MIT Entrepreneurship Center—now the **Martin Trust Center for MIT Entrepreneurship**—is established, with a mission to advance knowledge and educate students in innovation-driven entrepreneurship to best serve the nation and the world, fusing education and practical hands-on experiences.



1,000

Action Learning enrollments through 2002

1990s

The **Finance Proseminars** in **Capital Markets/Investment Management and Corporate Finance/Investment Banking** are created to give students unique opportunities to bridge theory and practice.



1999

Simon Johnson and Rick Locke launch **Global Entrepreneurship Lab (G-Lab)**, based on the principles of E-Lab, with 50 students and projects at 13 international startups. During the following two decades, more than 600 projects are undertaken by more than 2500 students in 68 countries in emerging markets.

A series of **G-Lab** teams bring a quantitative approach to projects with **GoJek** over several years. A multibillion-dollar technology company on track to dominate the on-demand economy of Indonesia, G-Lab teams have supported GoJek’s growth trajectory.



2010s



India Lab student teams embark on the first of nine projects with **Paytm**, then a startup and now India’s largest mobile payment system.

2010

2008

China and India Lab, taught by Professor **Yasheng Huang**, spins off from G-Lab to address the growing challenges of two of the world’s largest economies.



2008

Sustainability Lab is offered for the first time. Students explore the intersection of business, the environment, and society, using new knowledge to solve real-world problems.



2010

The MIT Sloan Action Learning Office is established to unite project-based experiential learning courses into a portfolio, and to create a community of practice across the School.



2010

The MIT Sloan Executive MBA program is formed. Currently, three Action Learning labs are offered to EMBA students exclusively, exploring cross-border global operations, innovative global ecosystems, and the business economy in China.



2010

Two project-based courses are included in the EMBA curriculum: In Organizations Lab, students apply classroom learning to a business challenge in their own organizations; in Leading with Impact, students work with not-for-profits to solve pressing problems and reflect on principled, innovative leadership.

1,000 projects through 2010

4,000 enrollments through 2010



A student team in the Finance Proseminar in Capital Markets/Investment Management Action Learning lab publishes their project work in a professional finance journal, which attracts the attention of Nobel laureate and financial economics pioneer Harry Markowitz, subsequently allowing him to vanquish the Curse of Dimensionality.



2010s

2010s

China Lab teams work with host companies headed by alumnae of the Goldman Sachs 10,000 Women program, an initiative to develop entrepreneurial women in emerging economies through business education, mentoring and networking.



Operations Lab students have returned to seafood producer Gorton's of Gloucester over a decade, providing tools the company can use to improve efficiency and increase sustainability.

2010s



2012

The School introduces the Finance Research Practicum, where students partner with leading financial industry practitioners to help bridge the gap between theory and practice.



2012

Enterprise Management Lab begins. As a required course for Sloan's new Enterprise Management Track, students learn to apply integrated management practices in large organizations.



2013

A China Lab student team creates an investor presentation for Grameen China to raise operational capital. The team meets Nobel Peace Prize winner Muhammad Yunus, founder of microlender Grameen Bank.



2013

Operations Lab evolves from Tiger Teams, originally a student-initiated independent study course, offering interactive learning projects in solving operations challenges.

2014

MIT Sloan celebrates its centennial with the publication of a retrospective book, "Celebrating Our Past, Inventing Our Future."



2014

Healthcare Lab is introduced, with projects focusing on the complex business challenges and opportunities of delivering high-quality, reasonably priced health services.



2014

Analytics Lab launches. Student teams use data analytics, machine learning, and other methods to diagnose, enable or uncover solutions. A new master's degree program in Business Analytics (MBAn) begins in 2016; A-Lab and other Action Learning labs help students fulfill academic requirements.



Healthcare Lab students team up with Massachusetts General hospital to analyze operational and logistical challenges and present solutions to this world-leading hospital, such as improving anatomic pathology operations.

2014



2015

An Israel Lab team works with Windward, which develops analytics tools to track global shipping, and meets with board member General David Petraeus.



Israel Lab begins, giving students the opportunity to discover how Israel became known as the "startup nation" and contribute to that country's business economy through Action Learning projects.

2015

ISRAEL LAB



2017

USA Lab is piloted to explore the complexities of America's deep economic, cultural, social and geographic divides. The pilot morphs into a full course in Spring 2018; students work with community development agencies in rural parts of the United States.



2017-18

The Action Learning team conducts research on the impact of Action Learning on students and alumni. The results: Action Learning is demonstrated to have both short-term and long-term benefits for career performance and personal growth.

12,500+

Action Learning enrollments through 2019



Fifteen+ MIT Sloan Action Learning Labs are offered annually. Since 1999, Action Learning has served 9000+ students and provided 1600+ projects to 1000+ host organizations.

TODAY

