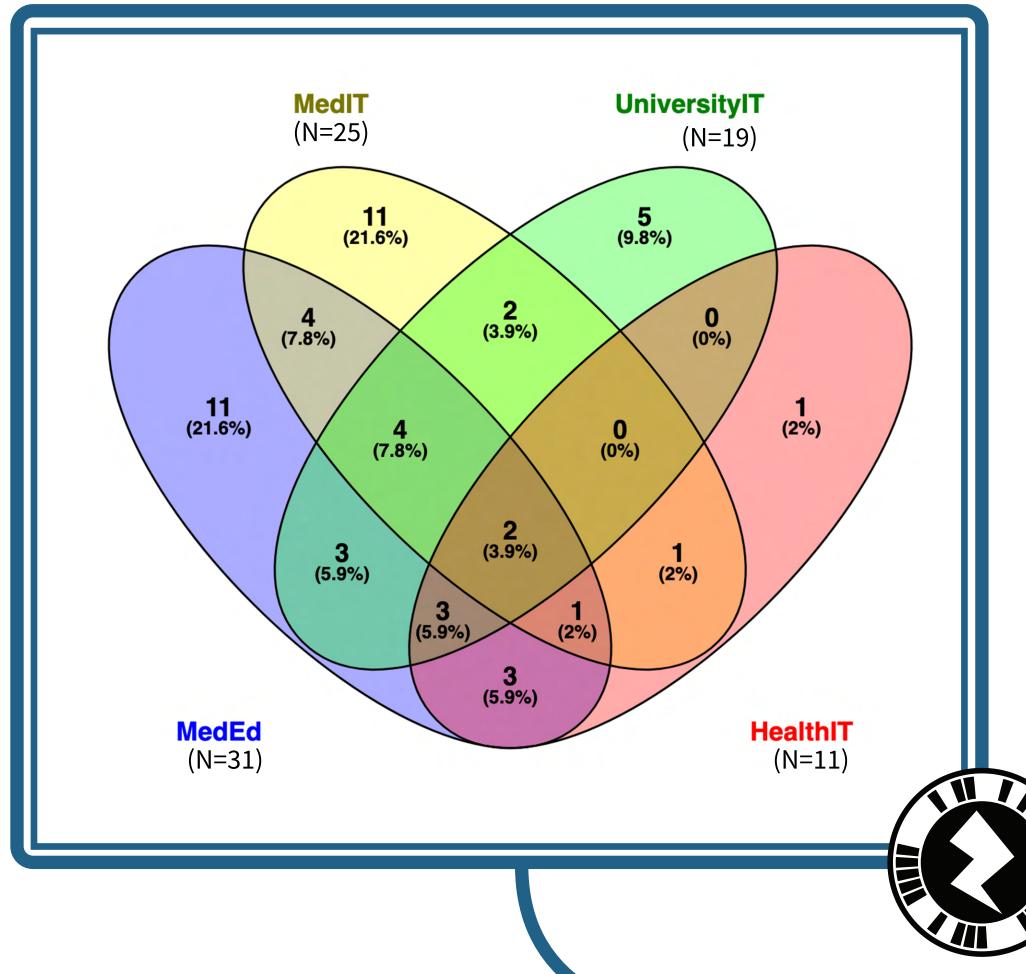
Important Intersections: EdTech Organizational Models and Affiliated Departments

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ED TECH TEAMS REPORT TO.

Introduction The GIR Educational Technology workgroups have surveyed current organizational models found in schools of medicine (N=51). This poster presents preliminary findings and two contrasting cases (Stanford and University of California, Irvine) to present the current landscape of EdTech models and to highlight how teams with different structures achieve their goals.

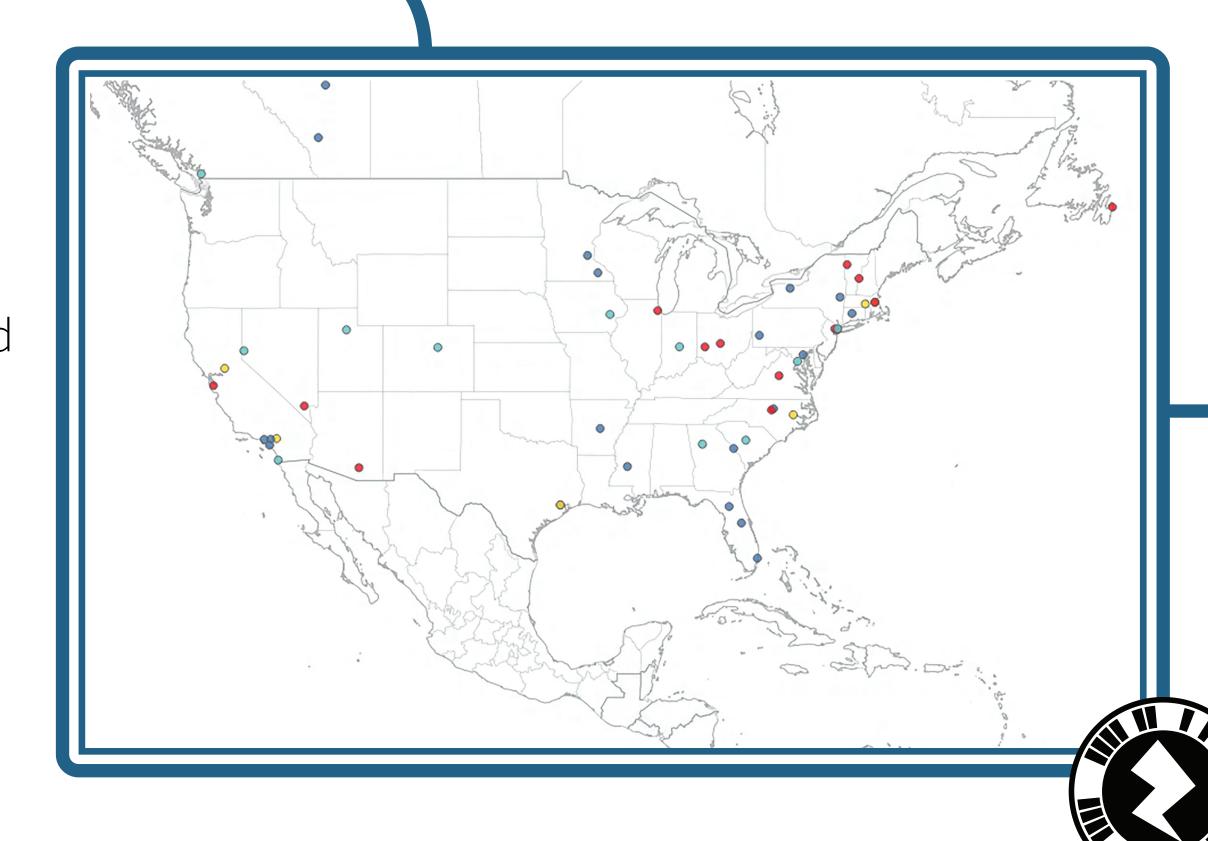


Organizational Models

The two most prevalent EdTech organizational models report only to Medical School Education (Med Ed), and Medical School IT (Med IT), both with N=11. However, most combinations are represented.

Schools Mapped by Med IT & Med Ed Models

The subset of schools supported by Med IT (N=14) is indicated with red circles; schools supported by Med Ed (N=20) with dark blue; schools supported by both (N=11) with light blue; and schools supported by neither (N=6) with yellow.



Data Analyst SIZE KEY **HOW TO READ THIS CHART:** ED TECH TEAMS THAT REPORT TO: Of the 11 EdTech teams 4 of the 11 have someone with a PM role,

Group Structures

EdTech organizational models impact their team structures and the focus of their functional roles. Trends can be observed depending on what parts of the organization the team reports to.

Dynamics Between EdTech and Educational Technology and Affiliated Groups Innovation-related Dynamics The group dynamics between EdTech and

curriculum-related groups (N=6) versus innovation-related groups (N=5) both primarily reflect support and various collaborative interactions. The data also show some silo effect, especially in the interactions with innovation-related groups. Noticeably, when comparing the group dynamics, data show that some EdTech units actively move from the curriculum-supporting role to the collaborative continuum in innovation, while others show disconnection.

Case Studies

These case studies represent the two most prevalent organizational models. The videos illustrate advantages and disadvantages of each. EdTech organizational models and group structures have a real effect on work that is accomplished.

Educational Technology and

Curriculum-related Dynamics



Stanford EdTech Team

Reports to: Med IT Team members: 12 Strengths: content production, technology and innovation

Areas for improvement: technical development, research and evaluation



UC Irvine EdTech Team

Reports to: Med Ed Team members: 7 Strengths: technical support, close ties with

curriculum teams

Areas for improvement: technical development, instructional design

Conclusion Medical schools take different approaches to their EdTech teams' organizational models and team structures. Each approach comes with advantages and disadvantages which influence the dynamics with affiliated departments, and impacts the type of work an EdTech team can accomplish. In turn this changes the EdTech output available to the school's faculty, students, and staff, and affects ways in which EdTech can support the curriculum. Being aware of these dynamics, school leadership can determine a strategic vision to ensure their EdTech team is equipped to vitalize the current and future curriculum.

Participation There is still an opportunity for your school to be a part of this research. Please use the zapcode to access our survey. Thank you for your interest and time!





ur sincere thanks to Bernard Kerr (BBSc BArch MA) Senior Experience Designer at Adobe for his







