Important Intersections: EdTech Organizational Models and Affiliated Departments

Project Team: Jinjie Zheng, PhD, Morehouse School of Medicine; Pauline Becker, MA, Stanford Medicine; Laurie Golich, PhD, Lerner College of Medicine at The University of Vermont; Helan MacFarlane, MA, University of Colorado School of Medicine

Content Team: Andrew Baek, William Bottino, MBA, Peter Nguyen, ME, Mark Trinchart, MBA, Warren Wiedmann, MD, MBA, Jessica Whiteman, MS

Introduction: The GfR Educational Technology workgroups have surveyed current organizational models found in schools of medicine (N=11). 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=4) with yellow.

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.

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 small effect on work that is accomplished.

Stanford EdTech Team Report to: Med Ed
Team members: 12
Strengths: content production, technology and innovation
Areas for improvement: technical development, research and education

UC Irvine EdTech Team Report to: Med IT
Team members: 11
Strengths: technical support, collaboration with academic units
Areas for improvement: technical development, external linkage

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 zappero to access our survey. Thank you for your interest and time!