



Stanford
HEALTH CARE

Educational Technology
Technology and Digital Solutions
Stanford Medicine

ACCOMPLISHMENTS REPORT

2020/2021 CALENDAR YEARS



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Message

From The Director



Dear colleagues,

For those who haven't yet met me, I'm pleased to introduce myself as the new Assistant Dean and Director of Educational Technology. I started this role in mid-June, 2021 and it has been rewarding and enlightening getting to know the EdTech team, as well as their outstanding accomplishments and the vibrant academic medical community that we serve. I'm thrilled to work closely with Dr. Todd Ferris, Chief Technology Officer, who previously held the role of interim director, as well as the rest of the Technology and Digital Solutions (TDS) teams.

As I step into this role, I am learning about EdTech's many contributions to Stanford Medicine, including both the School of Medicine (SoM) and Stanford Health Care (SHC), over the past years. The efforts of EdTech have persisted through times of change, such as the unification between the information technology groups across Stanford Medicine to form TDS, and through times of adversity, such as fostering academic continuity and educational excellence during the shift to remote teaching and learning caused by the COVID-19 pandemic.

Through it all, EdTech has maintained a staunch commitment to provide dedicated support for existing programming and advance innovation for medical education across both the SoM and SHC, impacting undergraduate students, graduate students, residents, fellows, and physicians, as well as patients and their families. The team's projects span a range of SoM and SHC stakeholders, and the following examples are a small representation of the breadth of EdTech's contributions to the Stanford Medicine community: supporting multiple Learning Management Systems; exploring virtual reality for neuroimaging in an Anatomy course; developing gamification in a Biochemistry course; fully producing online courses across SHC; promoting medical breakthroughs; and supporting the SoM in making a historic shift to the hyflex teaching and learning modality.

This report represents EdTech's projects, programs, and services from 2019 through 2021, and how they relate to our unit's strategic objectives and Stanford Medicine's overarching goals, as well as our key stakeholders, such as the SoM, CME, SHC, Stanford Children's Hospital, Lucile Packard Children's Hospital, Clinical Education, and Patient Experience.

We appreciate the exceptional efforts of our faculty and colleagues in the SoM and SHC, as well as our partners across IAT and TDS who are outstanding collaborators in all that we do and share a commitment to precision health, translational medicine, and transformative education. This report highlights EdTech's impact on transforming Stanford Medicine by acting as a catalyst for the adoption of evidence-based, emerging, and engaging educational technology solutions.

A handwritten signature in black ink that reads "Tegin Summers, PhD." The signature is fluid and cursive.

Tegin Summers, PhD.

Assistant Dean and Director of Educational Technology

Pronouns: she, her, hers





Mission

Mission, Strategic Objective, and Partners

The Educational Technology (EdTech) team applies technology solutions that facilitate a positive learning experience for students, designs and produces high-quality curricular content, and empowers faculty to deliver efficient and effective teaching. Our vision is to transform Stanford Medicine by acting as a catalyst for the adoption of evidence-based, emerging, and engaging educational technology solutions and to be a leader in the academic community by sharing best practices.

Our Strategic Objectives

1. Discover, research, and create new modalities to measurably improve teaching and learning.
2. Foster and maintain relationships to increase collaboration at Stanford and beyond as educational technology leaders on a global level.
3. Maximize educator and learner outcomes and experience.
4. Design, produce, and assess innovative, effective education content to support the missions of School of Medicine and Stanford Health Care.
5. Provide educational technology and pedagogical solutions to faculty, staff, students, healthcare workers, and patients.

Our Partners

Stanford Medicine faculty, students, and staff
Stanford Health Care
Stanford Children's Health
Stanford Center for Continuing Medical Education (CME)
Stanford Center for Health Education (SCHE)

Our Team



**BINDU
MADHAVA**

Senior Digital Media Specialist



**BRITT
CARR**

Senior Academic Technology Specialist



**DEILA
BUMGARDNER**

Lead Instructional Designer



**HUY
TRAN**

Production Lead



**JESSICA
WHITTEMORE**

Instructional Designer



**KATHERINE
CAO**

Digital Media Specialist



**KIM
WALKER**

Learning Design and Evaluation Director



**LAUREN
WATLEY**

Digital Media Specialist



**MICHAEL
MCAULIFFE**

Program Manager



**PAULINE
BECKER**

Strategy and Operations Director



**PETER
NGUYEN**

Learning Innovation Specialist



**TEGIN
SUMMERS**

Assistant Dean and Director



**TELA
CAUL**

Learning Technology Specialist



**WILLIAM
BOTTINI**

Creative Director

At A Glance

PROJECTS: BEFORE AND AFTER COST RECOVERY SYSTEM 2019-2021

Our cost recovery system was implemented in 2020. In 2021, we generated over \$113K.

2019

7 projects tracked, 1 which took 1000+ hours



2021

18 projects tracked,
5 which took 1000+ hours



CONSULTATION AND HELP TICKET DATA 2020-2021

89% Exceeded Expectations
(132/149)

9% Met Expectations
(14/149)

3% Below Expectations
(3/149)



213

Help Ticket Requests

COURSE STATISTICS AND FEEDBACK

Representative Courses & Average Overall Ratings

4 Courses With an Avg, Overall Rating



Health After
Cancer: Cancer
Survivorship for
Primary Care



Health Across
the Gender
Spectrum



Stanford
Introduction to
Food and Health



Teaching
LGBTQ+
Health

4.63



“

I'm now much more confident in addressing and providing care to transgender individuals. I can also more effectively create a gender-inclusive environment and respect a patient's gender identity.

SECTION 1

RESEARCH

Applied Biochemistry Gamification

Inspired by classic computer game Oregon Trail, this interactive experience enables students to apply what they have learned throughout their Applied Biochemistry course toward sample patient cases in an energized, gamified setting. Students work in teams to diagnose symptoms of different settlers within the game, spending points to order lab tests and earning reward points with every correct diagnosis. Our team developed a website to display mock patient cases, a searchable database of lab tests, and a point calculating system for keeping track of each team's progress. As an added bonus, whichever team correctly diagnoses the most patients with the highest number of points remaining is crowned that year's "Oregon Trail" champion! Using a hybrid learning approach, we were able to design a high-energy, collaborative student experience that refines students' clinical reasoning and also doubles as a comprehensive final exam review. Our team continues to iterate on the website and implementation of the activity, in order to make the learner experience smoother every year. [Explore the website here.](#)

Stanford Pathways of Human Metabolism, *Interactive Edition*

The Stanford Pathways of Human Metabolism was developed as a response to biochemistry students' learning pain points. This detailed mapping of metabolic pathways addresses one of the most difficult things for students to conceptualize -- how to visualize all the chemical reactions that occur in metabolism. The map is a comprehensive overview of human metabolism, and forms the basis for Stanford's introductory biochemistry course for first-year medical students. While not exhaustive, the content was selected to illustrate key metabolic pathways and their interrelationships, including metabolites, enzymes and cofactors that underlie human health and disease. As we continue to iterate, we have been work on transforming the static map into an interactive experience. Students can now filter the map by types of enzymes, metabolites, vitamins, etc. and will be able to isolate sections of the map to focus on individual chemical reactions. We will continue to develop more interactive features, including pop-up 3D animations to add a deeper layer of understanding what metabolism looks like in action.



Stanford Medicine Goal

Deliver human-centered, high-tech, high touch care and revolutionize biomedical discovery.



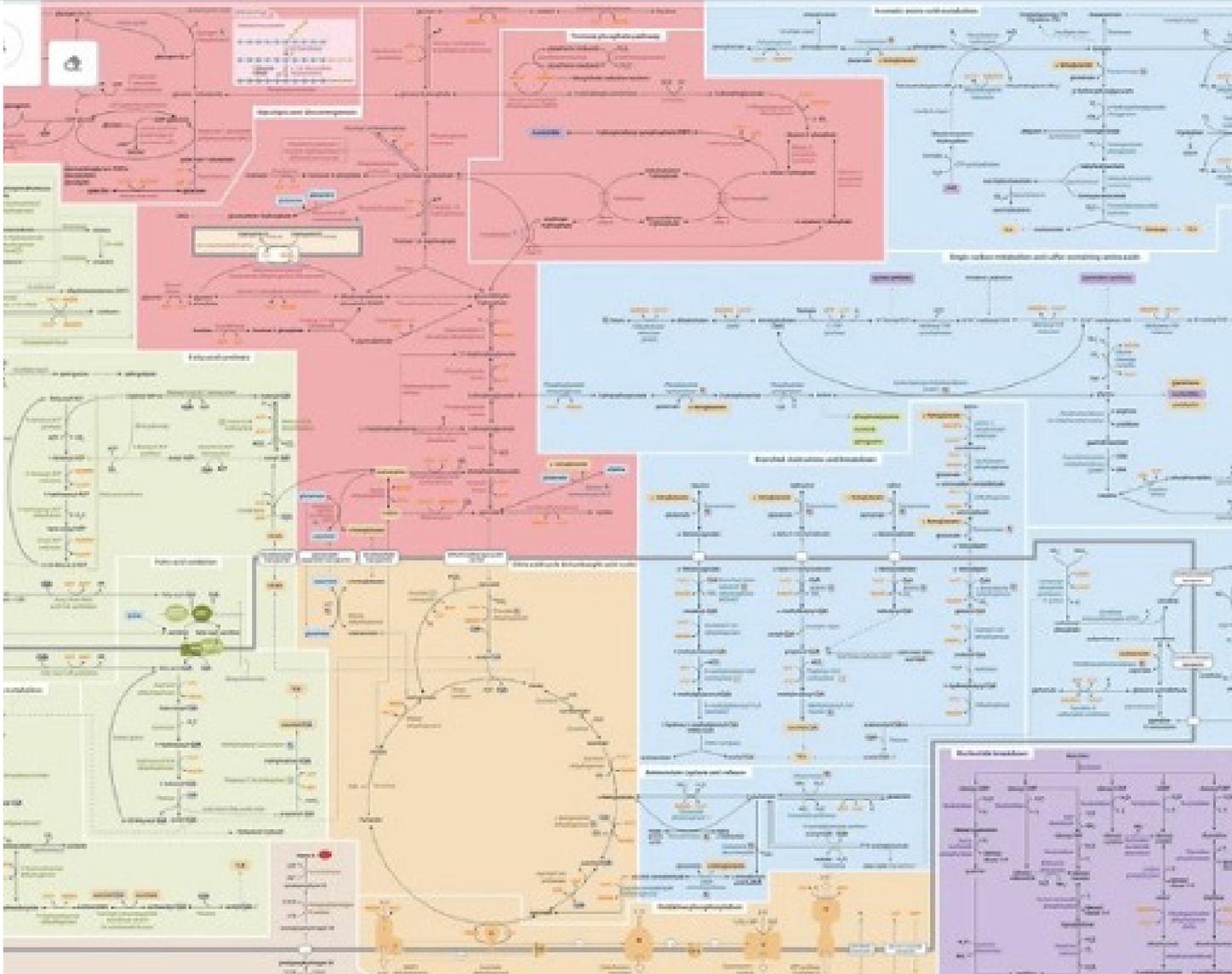
EdTech Strategic Objectives

Discover, research, and create new modalities to measurably improve teaching and learning



Key Stakeholder

School of Medicine
Undergraduate Medical Education



While the original pathways map is currently being used as teaching material for BIOC-200, it is available for public download and use under the Creative Commons License and is being used for various purposes worldwide. [View the beta version of the interactive map here](#), and [view the static, downloadable map here](#).

SECTION 2

OUTREACH

Teaching LGBTQ+ Health

Teaching LGBTQ+ Health is an animated, interactive, story-driven 1.5 hour CME course on the basics of teaching LGBTQ+ health. Made for all health professions educators, this course covers topics ranging from vocabulary and teaching strategies, to fundamental LGBTQ+ health issues. This student-driven project was funded by the Teaching & Mentoring Academy. It was written and reviewed by LGBTQ+ individuals, and features identity-appropriate voice casting. This curriculum is designed for faculty members and health professions educators at Stanford

Medicine and beyond. The course goals are to improve your knowledge, teaching skills, and attitudes pertaining to the provision of health care to LGBTQ+ patients.

Funding for these materials was provided through an innovation grant from the [Stanford Teaching and Mentoring Academy](#), as well as the [Stanford Department of Emergency Medicine](#) and the [Precision Education and Assessment Research Lab](#). This course was developed in collaboration with the [Medical Student Pride Alliance](#).





Stanford Medicine Goal

Discovered here, used everywhere: advance fundamental human knowledge, translation medicine, and global health



EdTech Strategic Objectives

Foster and maintain relationships to increase collaboration at Stanford and beyond as educational technology leaders on a global level



Key Stakeholder

Continuing Medical Education
Clinical Education
Patient Experience

Online Course Production for Continuing Medical Education: Health After Cancer

The EdTech team, in partnership with Stanford Medicine Continuing Medical Education, launched an online course titled “Health After Cancer.” The course raises awareness of the complex physical and psychosocial needs and concerns of the growing number of cancer survivors and highlights the key role of primary care physicians in guiding them back to health, after cancer. EdTech worked with Stanford faculty to produce this course, providing services towards project management, instructional design, multimedia production, and creation of custom artwork and animation. The course represents over 1,600 staff hours from across our multidisciplinary team. [View the trailer for the course here.](#) [Register for the public Coursera course here](#) and [learn more and register for the Med Education course here.](#) [Finally, register to take the course for CME credit here.](#)

EdTech Podcast Series: EdTech Café & Teachers in White Coats

The EdTech team launched two podcasts focused on highlighting projects and individuals that exemplify Stanford’s leadership education and medicine.

Teachers in White Coats is a conversation series featuring Stanford Medicine faculty and examines current topics in medical education. Recent guests have discussed strategies for improving health outcomes using digital education, how to combat misinformation during the COVID-19 pandemic, and collaborative ways to teach anatomy. [Listen to Teachers in White Coats episodes here.](#)

EdTech Café showcases how educational technology teams sit at the intersection of art, science, and education. This podcast is a conversation series with EdTech staff and other media- and production-savvy professionals who discuss how they use their talents to support science and education across the globe. [EdTech Café episodes are available here.](#)

SECTION 3

SUPPORT

Learning Management Systems

The EdTech team provides and supports three learning management systems, with a fourth coming soon in Spring 2022. We provide support for the main university operated instance of the Canvas LMS that is provided for Stanford matriculated students. In this instance, we support SoM faculty and students. The Stanford Canvas instance requires a SUNet ID for login, is free to use, and student registration syncs with the main campus Axess platform.

LearnMed

LearnMed is an instance of the Canvas LMS managed by the EdTech team to deliver medical education content to staff, students, and faculty at Stanford and collaborating institutions around the world. Through LearnMed, departments can deliver content and assessments to both Stanford and non-Stanford learners, and give those learners the ability to register and enroll in their own courses. [Fill out a consultation form to learn more about utilizing LearnMed as your learning platform.](#) [Learn more about LearnMed here.](#)

Med Education

Med Education is an instance of Wordpress with an LMS plug-in, managed by the EdTech team to deliver interactive medical education content to all types of learners at Stanford and freely around the world.

Mediaflow

The Stanford Medicine automated lecture capture system, Mediaflow, has been an integral part of the curriculum since the opening of the Li Ka Shing Center. During the COVID-19 pandemic, the EdTech team provided additional support for use of Mediaflow as a media host for supplemental videos and as a long-term archive solution for lecture media created using Zoom. Since August 2019, the team has archived or captured 2,942 unique presentations totalling over 11,000 hours of content.

In addition to Mediaflow's automated and archival services for the UME curriculum, the system also provides a reliable solution for recording and/or hosting of Stanford Medicine Grand Rounds for Radiology and Psychiatry and many events and departmental meetings.



Stanford Medicine Goal

Discovered here, used everywhere: advance fundamental human knowledge, translation medicine, and global health



EdTech Strategic Objectives

Maximize educator and learner outcomes and experience.



Key Stakeholder

School of Medicine
Stanford Health Care
Stanford Children’s Hospital
Undergraduate Medical Education

Recording Studio

EdTech offers two recording studios for Stanford Medicine staff, faculty, and student use. These self-service facilities enable users to record and edit media in a customizable environment. The sound-proofed rooms allow for high-quality audio recordings and can be utilized for voice-overs or podcasts – a popular choice due to our integrated podcasting station that includes microphones, pop filters, and an audio mixer. The spaces have a green screen and Stanford backdrop for those who would like to incorporate backgrounds into anything they film. Each studio is equipped with iMacs loaded with various software (Camtasia, the Adobe Creative Suite, Audacity, etc.) that enable screen recording, video editing, and audio editing. Additional tools, such as camera kits, a 3D printer, and virtual reality headsets are also available upon request.



Consultation Services and Consultation Request Form

Our team offers free consultations to meet all course creation needs, including instructional design, content production, classroom technologies, and innovation projects. During the initial consultation, we gather information on specific needs to determine how EdTech’s in-house expertise and technology resources might best support the project. Our team is well-versed on all topics related to teaching and learning and we are solution-oriented.

[Reserve the Green Screen Studio, LK311D](#)
[Reserve the Podcast Recording Suite, LK312](#)

The best way to initiate a consultation is by [completing our online form here](#).

SECTION 4

EDUCATE

Cue-Centered Therapy

This online course features 10 modules that help practitioners understand theoretical concepts and develop therapeutic skills related to Cue-Centered Therapy. This therapeutic approach is used with children that have experienced chronic traumatic events. The theoretical and practical underpinnings of Cue-Centered Therapy are explained in detail, with clinical vignettes between the therapist and child following each didactic topic to demonstrate application. This serves to prepare the therapist for work with children with complex traumatic experiences. Concepts and skills are then tested in the assessment after completion of each module. [View the Cue Centered Therapy course trailer.](#)

Physicians and Firearms: A Curriculum on Firearm Injury Prevention

This flagship edition of Physicians and Firearms: A Curriculum on Firearm Injury Prevention is designed for medical students to help them feel prepared to address firearm injury prevention in their current and future practices. The Physicians and Firearms: A Curriculum on

Firearms Injury Prevention in Medical Practice is written by the Stanford chapter of SAFE, Scrubs Addressing the Firearm Epidemic. Firearm injury, whether intentional or accidental, has been increasing at a significant rate in the United States over the past decades. The goal for this course is to prepare today and tomorrow's healthcare providers to feel comfortable starting a conversation with patients about gun safety and to arm them with the facts about gun violence in the US so that, together, we can help prevent firearm injuries in our patients and their families. [Learn more and register for this course here.](#)

Peer Faculty Mentoring Course

The Peer Faculty Mentoring course is for faculty who would like to assess their readiness and skills to be strong peer mentors and who aspire to mentor a new generation of Stanford faculty. The course is comprised of four modules that can be completed at an individual pace (2.5 CME hours). It includes research, readings, tools, and several vignettes addressing common mentoring experiences among faculty. The course highlights themes such as good and bad starts, stress, mood, gender and inter-generational dynamics, and giving and receiving feedback. [Learn more and register for the course here.](#)



Stanford Medicine Goal

Discovered here, used everywhere: advance fundamental human knowledge, translation medicine, and global health



EdTech Strategic Objectives

Design, produce, and assess innovative, effective education content to support the missions of School of Medicine and Stanford Health Care



Key Stakeholder

School of Medicine
Stanford Health Care
Stanford Children's Hospital
Faculty Education
Patient Experience

Food Sustainability, Mindful Eating, and Healthy Cooking

Food Sustainability, Mindful Eating, and Healthy Cooking is a three-course specialization on Coursera created by Dr Maya Adam. It is intended for anyone seeking to improve their health, protect our planet and build a stronger, more positive relationship with food. The courses aim to improve knowledge about the relationships between our health, our food, how our food is made, and our environment, while inspiring us to make decisions that will protect our health and the health of the environment. After completing the specialization, a learner with no previous food, nutrition, sustainable, mindful eating, or cooking skills will be able to evaluate contemporary food choices for their impact on both human health and planetary sustainability; achieve stepwise personal behavior change towards healthier, more sustainable eating; prepare healthy, delicious meals using simple techniques and readily available ingredients; and incorporate into their lives the practice of food mindfulness, dietary moderation, varied meal composition and self-compassion with regard to their eating behaviors and food choices. Together, these skills and competencies will facilitate a lifelong, positive and health-promoting relationship with food for each individual learner and for their loved ones. [Learn more and register for the course here.](#)

Stress Management for Healthcare Trainees

This self-paced course is designed to teach early career healthcare trainees and providers how to recognize and modulate response to stressors during critical patient care events. The course Includes an online module-based curriculum covering topics related to stress management strategies for trainees to use during acute or critical events in the hospital. The first three modules are designed to provide background and context information introducing the topic of stress and performance and encouraging trainees to reflect on their own personal experiences. The next four modules introduce skills to aid with managing acute stress following the BTSF model of Performance Enhancing Psychological Skills (PEPS) put forth by Mike Lauria and colleagues. [View the course trailer here.](#) [Learn more and register for the course here.](#) [View the Youtube video playlist here.](#)



SECTION 5

INNOVATE

Neuroimaging VR Project

EdTech's Neuroimaging VR project gives radiology students the opportunity to manipulate 3D visualizations of human brain anatomy in a virtual reality environment (VR). Students can slice through a 3D composite model while looking at Axial, Sagittal, and Coronal views, with options to rotate the model, zoom in or out, and to highlight individual structures that are hard to visualize through traditional 2D techniques. The VR interface also provides a dashboard allowing for a variety of user-controlled options and knowledge check quizzes. By using a VR interface to study brain anatomy, student understanding of this complex topic will be improved versus traditional 2D-based methods. This project was conceptualized and delivered through a partnership between Dr. Michael Medina and Huy Tran, Production Lead within Stanford Medicine EdTech.

Classroom Support and Hyflex Modalities

The hyflex teaching and learning modality is an instructional approach that combines face-to-face (F2F) and online learning. For the purposes of the SoM, each class session and learning activity is offered in-person, synchronously online, and asynchronously online. The flexibility of the hyflex model demonstrates a commitment to student success and can enable institutions to maintain educational and research activities during a disruption.

EdTech started supporting a pilot of the hyflex teaching and learning modality with mini-quarter and Q1 and Q4 SoM courses, and we extended this support to subsequent quarters. The pilot was a collaborative project across the Dean's office, the office of Evaluation and Instructional Development, EdTech, AV Tech, and the Learning Spaces and Medscheduler team. Throughout this process, we leveraged existing automated lecture capture systems to pivot to hyflex, with an emphasis on collaboration, communication, and faculty development. Working closely with teaching teams ensured understanding of pedagogical benefits to hyflex and how to effectively deliver lecture materials.



Stanford Medicine Goal

Ensure preeminence across all of our mission areas.



EdTech Strategic Objectives

Provide educational technology and pedagogical solutions to faculty, staff, students, healthcare workers & patients



Key Stakeholder

School of Medicine
Stanford Health Care
Stanford Children's Hospital
Undergraduate Medical Education



Goals For Next Year

Our EdTech vision sees us propelling digitally-driven teaching and learning. We aim to partner with our faculty and students, as well as thought leaders around the world, to continually innovate and advance Stanford Medicine’s teaching and learning technologies, and the technical infrastructure to support Stanford Medicine’s education missions.



EdTech Goal



EdTech Strategic Objectives



Key Stakeholders

Establish project evaluation and outcomes processes.
Research faculty and student needs for classroom video capture, AR/VR modalities, and next generation learning spaces

[Discover, research, and create new modalities to measurably improve teaching and learning.](#) (Research)

School of Medicine
Undergraduate
Medicine

Publish DEI standards for online content.
Contribute national leadership on the creation of standards for interoperability between medical education systems.

[Foster and maintain relationships to increase collaboration at Stanford and beyond as educational technology leaders on a global level.](#) (Outreach)

Continuing Medical
Education, Clinical
Education, Patient
Experience

Support outcomes from the LCME accreditation process.
Grow our LMS offerings to support broader learner needs across SHC by implementing the new Docebo LMS.

[Maximize educator and learner outcomes and experience.](#) (Support)

School of Medicine
Stanford Health Care
Stanford Children’s
Hospital
Undergraduate
Medical Education

Establish a full video production studio to increase our production quality and expand our services.
Explore and implement strategies for AR/VR modalities for personalized patient engagement/ education.

[Design, produce, and assess innovative, effective education content to support the missions of School of Medicine and Stanford Health Care.](#) (Educate)

School of Medicine
Stanford Health Care
Stanford Children’s
Hospital
Faculty Education
Patient Experience

Support and foster innovative teaching and learning modalities, such as hyflex and AR/VR, for the SoM.
Initiate a captioning pilot to explore an innovative approach for universal design for learning.
Collaborate with partners to produce a proposal advancing next generation learning spaces for the SoM.

[Provide educational technology and pedagogical solutions to faculty, staff, students, healthcare workers, and patients.](#) (Innovate)

School of Medicine
Stanford Health Care
Stanford Children’s
Hospital
Undergraduate
Medical Education

Some of our upcoming courses & projects include the following:

- Bladder Bootcamp
- Clinicians Providing Spiritual Care
- Difficult Conversations in Pediatrics
- Empowered Relief pain management project
- GOMOMS – OBGYN Emergency Simulation Training
- LEAP – Leadership Education Access Power
- Newborn Health and Safety video series, plus accompanying Spanish and Mandarin editions of the series
- Value Based Care Curriculum
- Let's Connect: Virtual Card Game
- Cue-Centered Therapy, Spanish Edition

As we look ahead through 2022 and into 2023, we know we will be responding and adapting to an ever-changing landscape, driven by the medical education needs of our faculty, physicians, patients, patients' families, residents, and physicians in training. Additionally, our

team is engaging in a visioning process to identify what our strategic goals and objectives should be to drive innovation and excellence at Stanford Medicine and our broader community, creating a picture of what we want EdTech to look like in 2032. We're thinking about the roots, trunk, branches, and leaves of our ecosystem and how we can promote equity; diversity; inclusion; research; evaluation; innovative teaching and learning modalities and spaces; leading edge video production techniques and services; and first-class educator and learner support. In order to support our increasing demand for projects and initiatives, we are identifying activities we can phase out, as well as ways to improve our processes and optimize existing services, and we are working to grow our team. With these efforts and our vision in mind, we look forward to embracing the next year and achieving our goals to advance Stanford Medicine and medical education worldwide.

Publications, Presentations, and Professional Development

Leadership, outreach and professional development are priorities for EdTech. Keeping our team abreast of the latest developments in medical education, technology assisted education and media production techniques means that our Stanford Medicine community has access to the latest and best. These venues are also opportunities to share with the world the work that we do, much of which is freely available online. In calendar year 2021, every one of our team members participated in leadership, outreach or professional development.

We attended nine (9) conferences including:

- [AAMC's Group on Educational Affairs](#)
- [InstructureCon](#)
- [ATXpo](#)
- [AdobeMAX](#)
- [AAMC Learn, Serve, Lead](#)

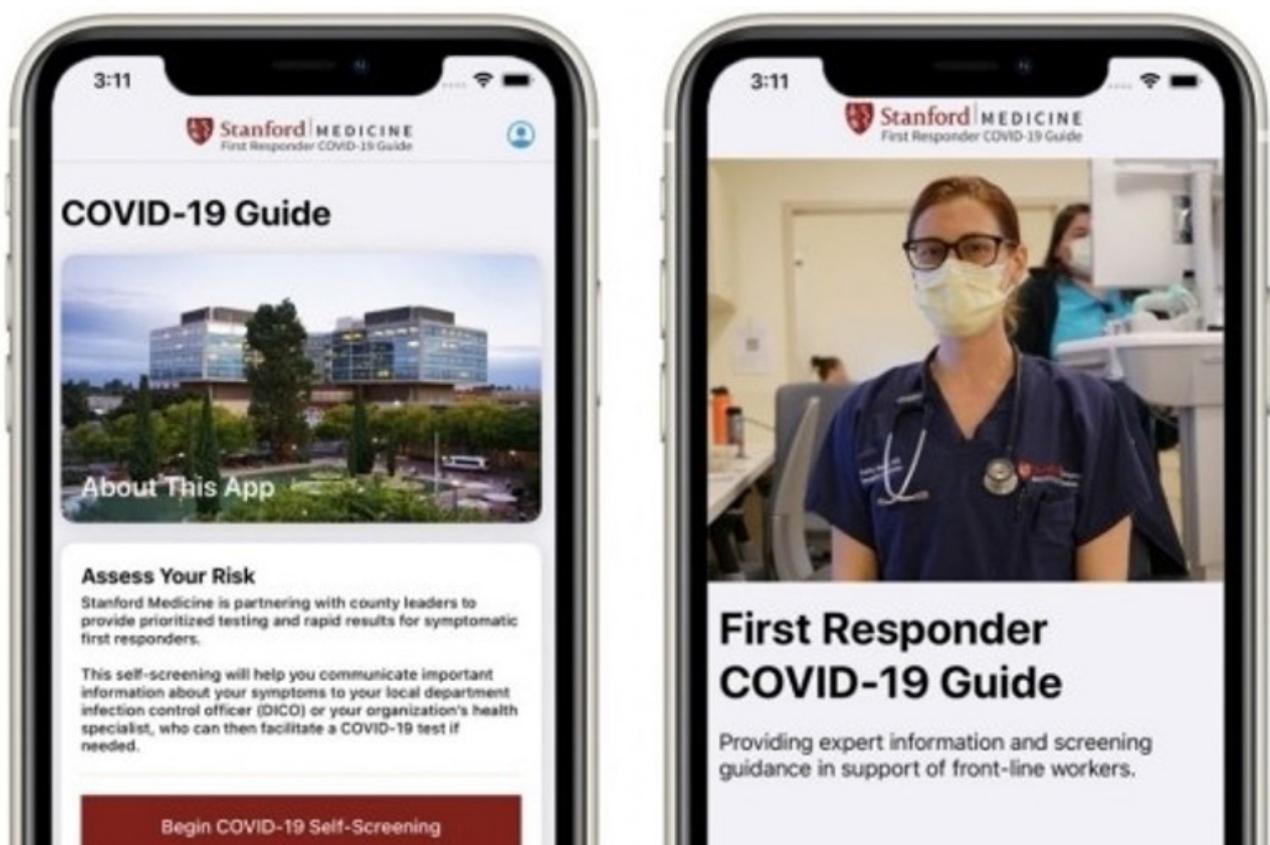
We published nine (9) conference abstracts including:

- Action Planning for EdTech Interoperability
- Piloting the HyFlex Teaching and Learning Modality
- Designing Web-based EdTech Materials : Building a production team and a budget
- Medical Media Enlivened with Character Animator
- Diversifying Storytelling in Medical Education
- Using Virtual Reality (VR) for Teaching Neuroanatomy

We expanded the scope of our skills through five (5) professional developments including:

- Stanford Technical Leadership Program
- Fundamentals of After Effects
- Introduction to Coding for Applied Web Development

Supporting Stanford Health Care and School of Medicine Through COVID-19



Providing Academic and Course Continuity

The COVID-19 pandemic quickly transformed our educational landscape, with familiar on-site classroom activities giving way to virtual interactions among faculty, students, and staff distributed throughout the nation. As part of Stanford Medicine's response to shelter in place, the EdTech team provided academic continuity support for Stanford's Undergraduate Medical Education program and facilitated diverse learning experiences for Graduate Medical Education, Continuing Medical Education, and global health education.



Stanford Medicine Goal

Ensure preeminence across all of our mission areas.



EdTech Strategic Objectives

Provide educational technology and pedagogical solutions to faculty, staff, students, healthcare workers & patients



Key Stakeholder

School of Medicine
Stanford Health Care
Stanford Children's Hospital
Undergraduate Medical Education

Faculty and students smoothly transitioned to engaging online learning, with EdTech providing a series of training sessions and generating help resources with particular focus on Zoom and Canvas. [View our Academic and Course Continuity page here.](#)

We also worked closely with faculty and course staff to design custom learning experiences for the Fall 2020 classes using innovative solutions that spur collaboration from a distance.

To support external-facing programs, we implemented custom online learning platforms that have allowed us to migrate numerous workshops and conferences to a virtual model.



Supporting Key Technologies: Canvas & Zoom

Stanford Medicine has technologies in place for scheduling and recording in-person didactic sessions and then making the recordings available for students via our Canvas learning management system. However, these recording systems are physically tied to the learning spaces inside the Li Ka Shing Center and the Alway building. In March, when Shelter-in-place orders closed campus, EdTech collaborated with University IT to make Zoom available to faculty so that they could continue didactic learning sessions. EdTech documented strategies for the integrated use of Canvas and Zoom, trained the faculty of pre-clerkship courses, created Stanford-specific training videos via YouTube, and offered 1:1 consultations to configure and test various in-class scenarios.

The integration of Zoom and Canvas provided a much-needed solution for summer training, workshops, internships and orientations usually held in person. EdTech facilitated these sessions by manually creating accounts and providing training to teams of faculty and course staff.

Digital MEDIC COVID-19 Toolkit

The EdTech team assisted Digital MEDIC in designing a COVID-19 toolkit for a global audience. The materials in the toolkit provide key information on high-priority topics related to the prevention and understanding of COVID-19. [Resources are available here.](#)

The content is designed to be:

- Available freely with open access
- Easily adaptable to various languages and contexts
- Mainly visual (to address language & literacy barriers)
- Mobile friendly and usable in low-bandwidth settings
- Includes recommendations that consider varying environmental contexts

COVID-19 Testing at Home

EdTech responded quickly to produce a functional demo of an early approach for rapid, low cost COVID-19 testing at home with a hand-powered centrifuge and the LAMP Assay to diagnose COVID-19 in saliva samples.

Biology of COVID-19

This course focuses on the biology, prevention, and treatments of COVID-19 and includes discussion of the various coronaviruses and their origins, lifecycle, environmental sensitivity, and key facts about the SARS COVID-19 virus. It reviews how the virus spreads between people and what interventions limit the spread, along with the most promising drugs from clinical trials and preclinical developments to date. At the conclusion of this activity, learners should be able to discuss the basic biological features of the virus, including how it replicates and causes the disease; review how the virus spreads and what interventions limit the spread; and discuss the most promising drugs from clinical trials and preclinical developments to date. View the Biology of COVID-19 course trailer [here](#) and learn more about and register for the course [here](#).

COVID-19 First Responders Guide Application

The First Responder COVID-19 Guide is an iOS app initially built as a screening tool for first responders in San Mateo and Santa Clara counties, which could then use their results to get a free COVID-19 test at Stanford Health Care. The app was rapidly built, within two weeks, with the help of Apple and a team of TDS employees overseen by Michael Halaas. The design was rapidly prototyped by William Bottini in Adobe XD over two weeks (and weekends).

COVID-19 presents great challenges for the police, firefighters, paramedics and other essential workers who are tasked with keeping their communities safe and stable during uncertain times. Stanford Medicine experts answer your questions, provide up-to-date information, and help you determine if you should be tested for the coronavirus.

- Use a screening questionnaire to determine whether testing is recommended for you, based on your symptoms, medical history and exposure. Results are saved for your future reference, and all answers are securely stored on your device. No data is shared with Stanford, Apple or anyone else unless you grant permission.
- View the latest COVID-19 resources from Stanford Medicine physicians and scientists, including a comprehensive list of frequently-asked questions, an easy-to-understand guide for protecting yourself, and videos of weekly virtual town hall meetings, in which Stanford Medicine leaders update the community on the pandemic and its implications.
- Learn about the risks that COVID-19 presents first responders and essential workers, and how to protect yourself. Stanford Medicine emergency medicine experts answer your questions about potential exposure, safety and best practices. Local agencies and national organizations offer detailed guidance and recommendations for avoiding infection and containing the outbreak.

[View the Biology of COVID-19 course trailer here](#) and [learn more about and register for the course here](#).
[View and download the app here](#).

Ed Tech Resources

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[Academic & Course Continuity](#)

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Stanford

HEALTH CARE

