

Stanford



John Thomson

Learning Platform Administrator, Graduate School of Business - Digital Solutions

Bio

BIO

John has worked with educational technology at the GSB since 2013 as the Learning Platform Administrator. John is a “networker” at heart, and has enjoyed forging connections between the GSB and the broader Stanford community.

Prior to working at Stanford, John worked at the University of Wisconsin-Madison as an academic technology consultant. In addition to supporting various educational technologies, John developed a campus-wide Drupal sites to support building virtual communities. He was also a founding member of the Community of Educational Technology Support (ComETS), a educational technology community of practice, and worked with the University of Wisconsin System Learning Technology Development Council to share best practices across the state schools.

While at Madison, John earned a PhD in Journalism and Mass Communication, with emphases in law, sociology, and technology. His dissertation focused on how creative communities construct shared interpretations of copyright law.

CURRENT ROLE AT STANFORD

John works to develop and execute a vision for a comprehensive learning environment for the Graduate School of Business, currently includes learning platforms like Canvas and NovoEd, as well as other educational technologies.

EDUCATION AND CERTIFICATIONS

- PhD, University of Wisconsin-Madison , Journalism and Mass Communication (2013)
- MA, University of Wisconsin-Madison , Journalism and Mass Communication (2004)
- BA, University of Minnesota , Journalism and Mass Communication (1999)

SERVICE, VOLUNTEER, AND COMMUNITY WORK

- Violinist, Nova Vista Symphony

LINKS

- Twitter: <https://twitter.com/jcthomsonjr>
- LinkedIn: <https://www.linkedin.com/in/jcthomsonjr>

Professional

WORK EXPERIENCE

- Learning Platform Administrator - Stanford Graduate School of Business (8/2013 - present)

- Instructional Technology Consultant - University of Wisconsin-Madison (12/2003 - 7/2014)