

PREVENTING HUMAN EXTINCTION (2018-2019 Spring)

Term: **2018-2019 Spring**
 Subject: **THINK**
 Catalog & Section: **65 1**
 Course Title: **PREVENTING HUMAN EXTINCTION**

Instructor: **Luby, Stephen**
 Enrollment: **93**
 Responses Incl Declines: **68**
 Declines: **1**

Learning Goals

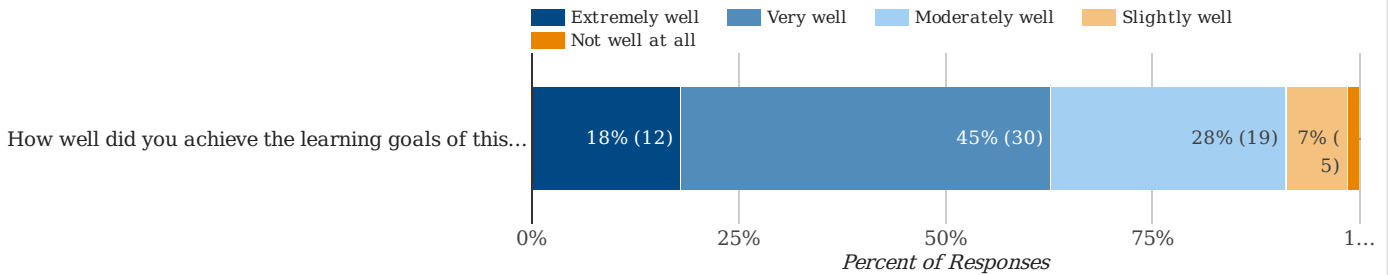
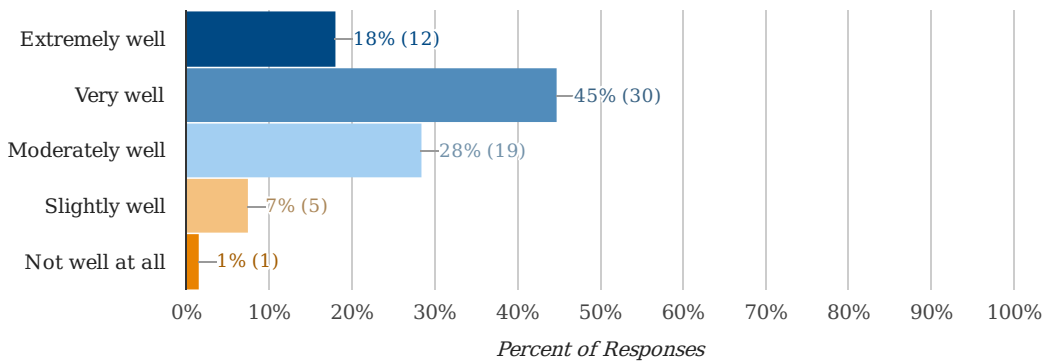
We want your feedback about your experience using the course evaluation system and reporting. To provide your feedback, please click [HERE \(https://stanforduniversity.qualtrics.com/jfe/form/SV_9WxxjNycVY9uOj3\)](https://stanforduniversity.qualtrics.com/jfe/form/SV_9WxxjNycVY9uOj3) to answer one question.

Students are most likely to say their learning goals have been met when

- The goals are clearly articulated in the syllabus and/or directly to students
- There's a clear connection between the goals and the exams, quizzes, and/or assignments in the class
- Students have adequate practice doing work that is relevant to the goals

For information on writing effective learning goals, please see Writing Learning Goals (<https://evals.stanford.edu/end-term-feedback/how-write-learning-goals>).

How well did you achieve the learning goals of this course?

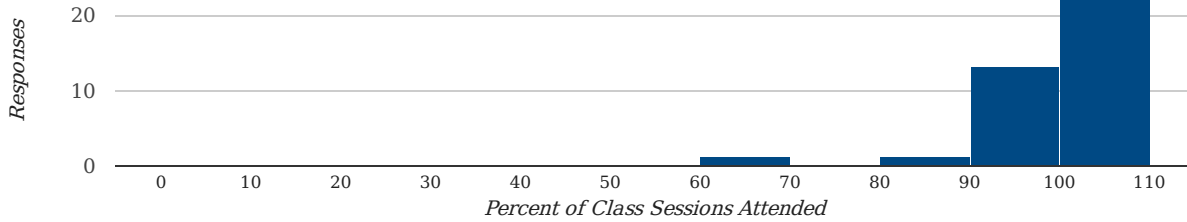


Question	Number of Responses	Response Rate	Course Mean	Course Median	STDEV	5	4	3	2	1
How well did you achieve the learning goals of this course?	67	72%	3.7	4	0.9	18%	45%	28%	7%	1%

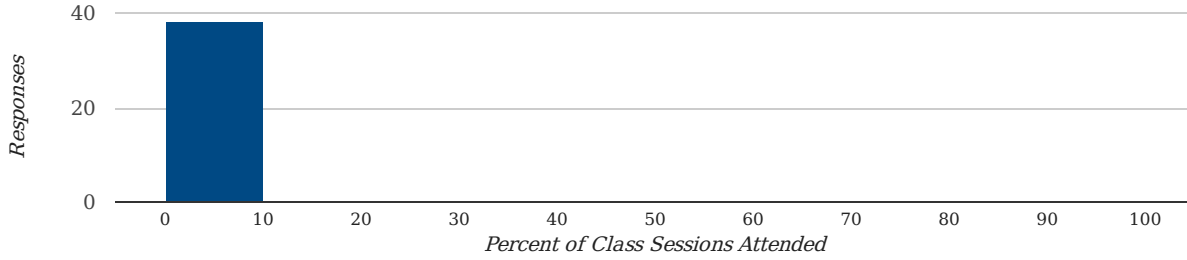
Note: 5:Extremely well; 4:Very well; 3:Moderately well; 2:Slightly well; 1:Not well at all;

Attendance and Engagement

About what percent of the class meetings (including discussions) did you attend in person?



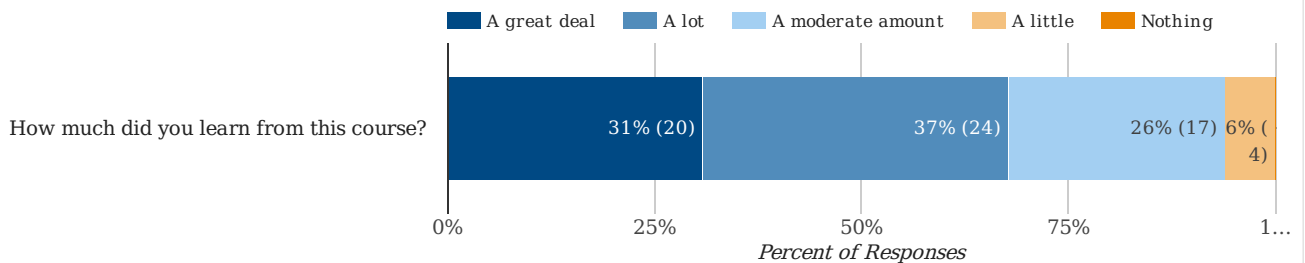
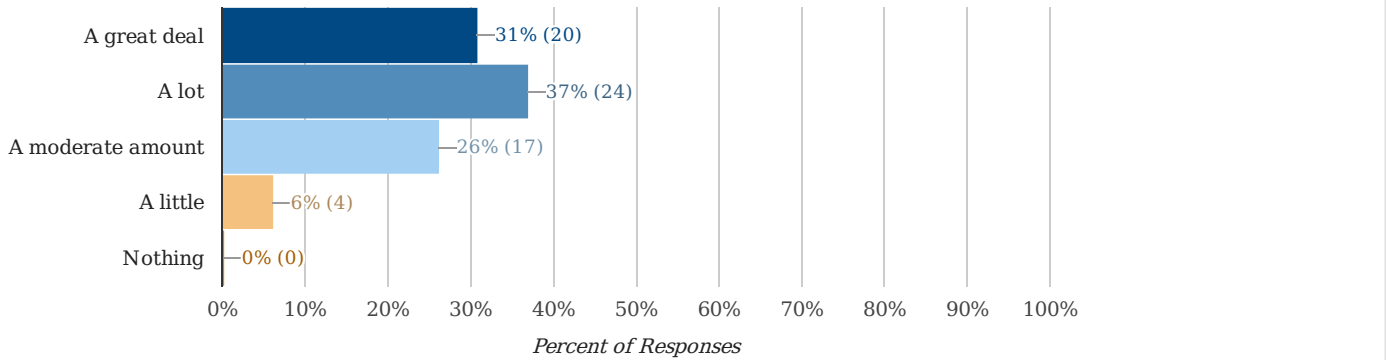
About what percent of the class meetings did you attend online?



Student Learning

For information on factors that contribute to students' learning, please see *Interpreting Your Course Evaluation Report* (<https://vptl.stanford.edu/teaching-learning/teaching-practices/evaluation-feedback/stanfords-new-course-evaluations>).

How much did you learn from this course?



Question	Number of Responses	Response Rate	Course Mean	Course Median	STDEV	5	4	3	2	1
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How much did you learn from this course? 65 69% 3.9 4 0.9 31% 37% 26% 6% 0%

Note: 5:A great deal; 4:A lot; 3:A moderate amount; 2:A little; 1:Nothing;

(52 comments)

Q: What skills or knowledge did you learn or improve?

- 1 I learned more about the more imminent threats to the human race.
- 2
 - Discussion
 - Question formation
 - Topic engagement
 - System 2 thinking
- 3 How to think globally
- 4 Learned a fair amount about the four major categories: synthetic bio, nuclear war, AI, and environmental destruction.
- 5 Knowledge of human extinction scenarios, cognitive biases
- 6 Understanding cognitive biases and topics like nuclear war, synthetic biology and climate change.
- 7 Discussion
- 8 Basic knowledge on extinction scenarios and cognitive biases.
- 9 The class emphasizes slow, methodical thinking, that recognizes and seeks to overcome our cognitive biases. By being made more aware of obstacles in thinking, I have hopefully gained better thinking tools.
- 10 My critical and hypothetical thinking skills were definitely improved by this class
- 11 Research skills, mainly. Finding sources and research to cite in a paper.
- 12 How to think about complex problems as multidimensional problems
- 13 Learned a lot about extinction scenarios, and potential methods of preventing them. Concept of wicked problems, and how they could be solved.
- 14 Approaches towards dealing with possible near extinction scenario of humans
- 15 Critical reading and writing
- 16 Climate Change knowledge and awareness
- 17 problem solving
- 18 Considering and understanding multiple viewpoints of existential problems
- 19 A lot about climate change and the potential ways humans can go extinction and how we are helping or hurting this problem.
- 20 My argumentative writing skills improved a fair amount.
- 21 It helped me think more critically about the maintenance of the biosphere.
- 22 I became much more informed about the four central issues we explored in class.
- 23 I learned possible extinction scenarios and the ways that people engage with these problems. Most importantly, I learned real ways of creating program and policy to combat these problems.
- 24 how the world will end
- 25 The multitude of existential risks, problems of engagement, and roads to solutions or mitigation techniques
- 26 critical thinking, rethinking my own value system
- 27 It was really great to have the chance to study one issue in depth throughout the trimester and to develop expertise on that single topic.
- 28 Critical thinking, knowledge of climate change, species extinction, AI, nuclear weapons
- 29 Thinking about human extinction and preventing it.
- 30 Philosophy
- 31 General knowledge about the concepts

- 32 Think about large issues on a high level.
- 33 Improved my knowledge about the risks humans face in various areas greatly.
- 34 I learned a great deal about the problems humans are facing and how we can possibly address them.
- 35 How to fabricate a pseudo scientific analysis.
- 36 I learned a great deal about different scenarios of human extinction, and cognitive biases.
- 37 Understanding of some of the more likely scenarios in which humankind goes extinct, and the feasible means by which we can attack them and resolve them.
- 38 Critical thinking, the concepts of cognitive biases and path dependence, and four different and significant extinction scenarios that humanity may face in the relatively near future.
- 39 none
- 40 I improved on how to research, since that was mostly what this class was, was outside research. That was not very helpful, though and it definitely did not challenging my thinking. I also improved on how to write to please just one person, since the grading was so objective and targeted and I didn't feel like I could actually write what I wanted to.
- 41 Critical thinking, organized writing
- 42 My ability to think critically about engagement with broad social issues.
- 43 General information for all of the topics covered, but especially substantial new content for the focus of my paper — artificial intelligence
- 44 I learned about how to think about wicked problems, through the lens of cognitive biases, path dependence, levers, and various other concepts.
- 45 Learned about climate change and got really invested
- 46 The subtleties of climate change. The basics of nuclear war, synthetic biology and AI.
- 47 This class helped me think with greater nuance and attention to complex implications/systems at work; it also improved my communication skills about highly complicated questions and ethical challenges.
- 48 I learned a lot about how the human species can go extinct
- 49 I learned how to evaluate arguments very thoroughly and to formulate strong arguments as well.
- 50 I learned about the possible scenarios for human extinction and how to approach thinking of solutions to these complex problems. I learned to deeply examine the problem of climate change and address human cognitive biases that prevent engagement with the issue.
- 51 Gain perspective tackle problems debate
- 52 Knowledge about the environment and climate change

Thinking Matters Programmatic Question (56 comments)

Q: The Thinking Matters Requirement is intended to develop your critical thinking ability while engaging you with fundamental questions and complex problems approached from multiple perspectives. In what ways do you think this class did or did not fulfill these THINK requirement goals?

- 1 This class did fulfill these requirements.
- 2 I found this class to develop my critical thinking abilities through the presentation of topics that are difficult to engage with and wrestling with them in section and while writing the final paper.
- 3 My ability to engage with problems was greatly improved.
- 4 The entire class seemed a little surface level and pop-sciencey. It's an interesting subject, but I think the way we engage with it has room for improvement.
- 5 I think it did -- we really analyzed the issue of potential human extinction and different ways in which it could happen and what were the barriers preventing us from really considering these issues
- 6 While I found section engaging I did not find the lectures particularly engaging nor organized.
- 7 Certainly, human extinction scenarios really provoke us to think about complex problems from different angles. The problems we face don't have simple solutions, and often times the concerns stretch across disciplines.
- 8 I think that this class offered a TON of interesting course material that helped us engage critically with the issue at hand.
- 9 i think it did

- 10 Thinking about solutions definitely accomplished this the most. Also thinking about the reasons why the solutions haven't been implemented.
- 11 I think this class accomplishes all of those goals very well. It is fundamentally a class about thinking, and thinking well. A huge strength is the breadth of real-world examples the lecturers incorporate into each thinking scenario.
- 12 This class definitely achieved this goal because of the numerous ways we approached the extinction problem and the various ways these could be caused and solved.
- 13 The class definitely involved critical thinking applied to complex problems, but the problems were TOO complex. 3,000 words to solve climate change...? I really did enjoy the class, though. Learned a TON.
- 14 I realize just how big the concept of human extinction can be and that there are many ways to address and think about it
- 15 Very well -- the problems discussed carried a lot of weight, and were interesting.
- 16 This class did taught us about critical thinking regarding possible pathways to human extinctions and how thinking heuristic interfere with our judgements. But I think we mentions multiple complex problems but for each of them the "approached from multiple perspectives" is lacking information
- 17 yes, this felt like an effective think class
- 18 The class required me to think critically about extinction and formulate a scenario that was engaging.
- 19 Not too well. Wasn't organized and I found some lectures irrelevant to what we could be learning
- 20 learned how to think about guture problems
- 21 This class definitely involved thinking about matters through multiple perspectives. Whenever thinking about wicked problems, we often had to think about what the problem was from each stakeholder's point of view, and the solutions often involved approaching the problem from many different forefronts.
- 22 Had to face head on the extremely complex problem of looking at human extinction scenarios from may different ways and had to think about with a system 2 perspective, attempting to remove bias or emotion which is the best way to think critically.
- 23 The paper definitely required critical thinking and problem solving, and it was an interesting project to work on while utilizing these skills because the subject (climate change) is a very real problem people need to be thinking about.
- 24 It definitely made me evaluate the possibility of extinction much more critically. It made me more conscious of my own actions and the consequences they carry.
- 25 It did, I changed my major because of it. That said, the topics are incredibly profound and shaking.
- 26 It definitely made me think in new ways and think about thinking. I considered many problems I had never thought about before, as well as the nature of these problems. There could have been more activities centered around challenging the ways we think and specifically addressing thinking.
- 27 It really is about thinking these problems
- 28 made me critically think
- 29 While this class did introduce me to a number of existential issues, I feel like this class could've been more engaging
- 30 I think this class did a good job of incentivizing sincere conversations about difficult issues about the future, and I often found myself continuing discussions from section with my peers outside of class. On the other hand, though, I feel like the class could have gone further in addressing practical measures we can take to prevent human extinction, including group service events or other small group projects.
- 31 I thought it totally did. Super interesting material, definitely made me think
- 32 I was able to develop the skills to think critically about the future.
- 33 None
- 34 Asked tough questions and explored the different facets of the answers. Pretty well fulfilled
- 35 It didn't develop my critical thinking, although we did ask fundamental questions approahced from multiple perspectives.
- 36 Material was super interesting, and brought up a ton of perspectives I'd never thought of before.
- 37 I think it could have gone faster and made us engage more deeply with these goals. I didn't really find myself thinking in dramatically new ways. But there were complex problems, and multiple perspectives for sure.
- 38 I believe that framing the class around wicked problems definitely helped to fulfill these goals.
- 39 Was a cursory look at complex problems.
- 40 Class subject was too broad. Not enough time for deep analysis of any one scenario.
- 41 This class in its premise alone tackles these goals: we're directly coming into contention with questions of human extinction and catastrophe, and how to pursue solutions.
- 42 I think that this class met the THINK requirement goals to a very great extent. Not only do I feel that I have improved my ability to

think critically about complex issues, but I learned how to apply that to some of the most pressing issues to our global society today.

43 this class was hella boring and the profs were highkey stupid

44 I don't think this class fulfilled these THINK goals because the class was structured in such a strange way that it had no continuity. Everything was very confusing and, though the teaching was okay, the class structure made the class more difficult and less fulfilling.

45 I was able to critically evaluate extinction scenarios, their possible solutions but also public attitude. I think the premise of the wicked problem really enabled me to think critically because it framed these issues in a difficult context but ultimately encouraged me to tackle them realistically.

46 This class certainly fulfilled these goals at a broad level, forcing us to ask difficult questions about fundamental issues of the human experience.

47 Definitely; interesting, interdisciplinary approaches to unique angles on deep subjects

48 I had thought a lot about climate change related extinction before taking this course, but the breadth and depth of which we studied this concept in THINK 65 was incredible. I found myself looking at perspectives I did not know existed before, which I found extremely salient.

49 Had really interesting and intense discussions in section and learned a lot about problems in the world today.

50 I had not previously thought about nuclear war, AI or synthetic biology and the impact they could have on our planet. I also developed a more nuanced way of thinking about how to solve climate change.

51 This course absolutely pushed us to think deeper and more critically about very relevant, pressing issues that society is facing. It compelled interdisciplinary thinking that challenged previously-held notions when thinking about seemingly unsolvable problems. It also fostered interesting intellectual conversation in sections.

52 It got me thinking about the future of humanity, but not really about how I could do anything about it

53 I think this course presented the topic of potential human extinction in a way that I had never thought of before. It used an interdisciplinary approach to thoroughly evaluate how and why human extinction may occur. For those reasons I feel the course did fulfill the main THINK requirements.

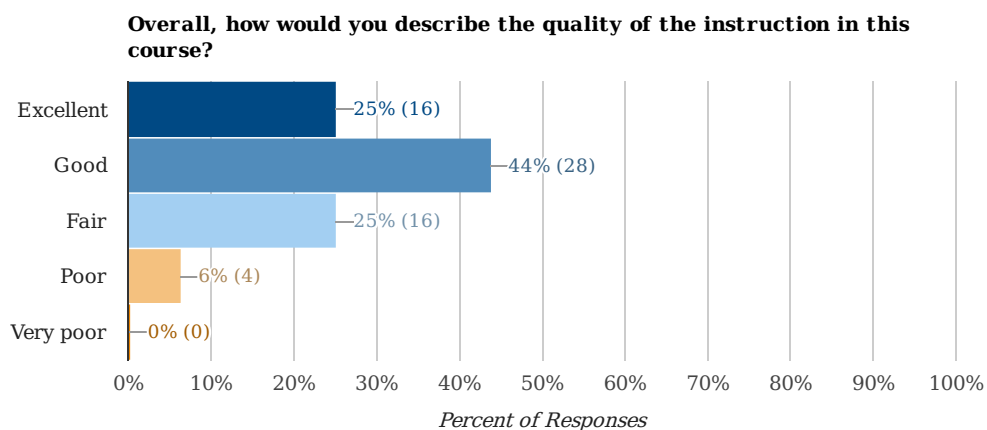
54 I think this class encouraged me to think critically about complex issues. This class taught me how to approach the topic of human extinction. It emphasized imagining possibly catastrophes and solutions while addressing human biases.

55 Yes we def went above and beyond on thinking very hard about the world from different prespective

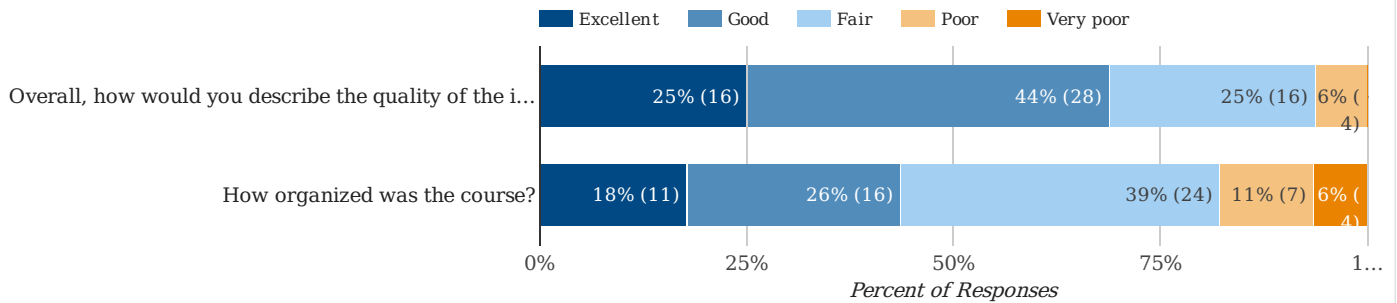
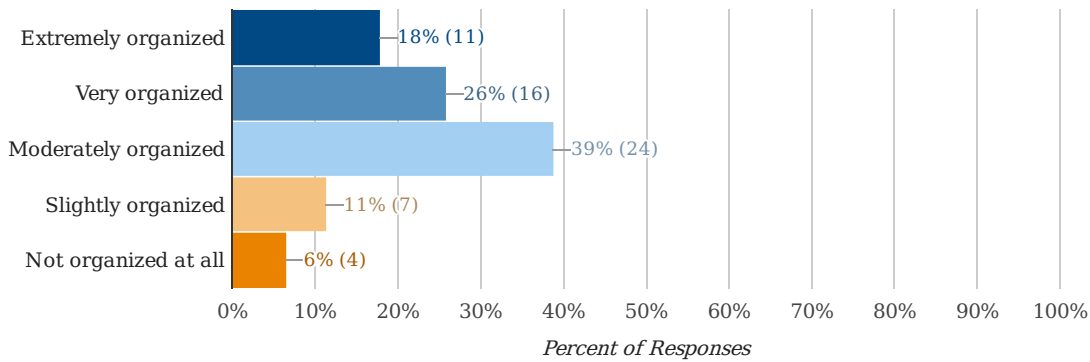
56 I became engaged with climate change which was previously something I barely thought about

Instruction and Organization

For information about effective teaching in a variety of contexts, please see Teaching Strategies (<https://teachingcommons.stanford.edu/resources/teaching-resources/teaching-strategies>).



How organized was the course?



Question	Number of Responses	Response Rate	Course Mean	Course Median	STDEV	5	4	3	2	1
Overall, how would you describe the quality of the instruction in this course?	64	68%	3.9	4	0.9	25%	44%	25%	6%	0%
How organized was the course?	62	66%	3.4	3	1.1	18%	26%	39%	11%	6%

Note: 5:Excellent; 4:Good; 3:Fair; 2:Poor; 1:Very poor;

Course Elements

No Data.

Additional Student Comments

Answers to this question will be viewable by the Stanford student community four weeks after the release of reports to instructors. If you have a question about a comment, please review the guidelines under "Questions or concerns?" at <http://evals.stanford.edu/results/respond-feedback> (<http://evals.stanford.edu/results/respond-feedback>) and write to VPTLevaluations@stanford.edu (<mailto:vptlevaluations@stanford.edu>).

(53 comments)

Q: What would you like to say about this course to a student who is considering taking it in the future?

- 1 It's definitely important to think about the potential threats to the human race, so the course topic itself is very meaningful. Take it for your personal interests.

- 2 Take it! The material is just fascinating, and Stephen and Paul are great lecturers.
- 3 The class is very interesting but the structure (at least the first time through) was a little bit lacking and made it difficult to write your paper on anything other than nuclear war because that was the first thing that the class covered and the first assignment was due so soon after that.
- 4 Great course. Definitely take.
- 5 It's interesting
- 6 I honestly think it's one of the better THINK classes. It's actually really interesting! We really analyzed the issue of potential human extinction and different ways in which it could happen and the barriers preventing us from really considering these issues.
- 7 This course was a little rough in terms of organization but overall I had a great time discussing the material. Would definitely recommend if you are interested in discussing the ethical implications of many of the actions we take for granted in the modern world.
- 8 Take it, you will be much more aware of the problems that the world is facing or will face in the near future.
- 9 The course material is fantastic, the lecturers obviously put a lot of time into preparing the course. Lectures are quite boring though
- 10 For being a course taught for the first time, it was exceptionally well taught this year. The lectures are very interesting and the professors try hard to keep you engaged. The breadth of the class is huge, so you get to learn about so many interesting and diverse things about the world, but the information can get very technical and overly specific. The class covers 4 existential risks, but we only write about 1 throughout the entire quarter, so that alot of the lectures become extraneous information, albeit interesting. On the other hand, that attendance is always near full regardless says a lot about the quality of lectures.
- 11 This class is very interesting and discusses really important topics that everyone should know about. Take this class to educate yourself about the ways we are endangering our species so you can educate others.
- 12 It's an awesome course, but honestly have no idea how it will be next year. It was kind of weird because you're not held accountable for readings, and they're not explicitly brought up a lot in lecture or section. Also, just a heads up that sometimes content can be pretty depressing, but I think it's meant to push you to action.
- 13 \Very interesting course. approach scenario with a creative lens
- 14 Go for it -- it's very interesting and not too time intensive. Main concerns is that lecture was a bit rocky (though I took this the very first quarter). The paper you write will be interesting, and overall the class is solid, and fulfills two WAYS requirements.
- 15 Very good THINK class. Interesting, not a killer workload (it seemed very frontloaded, by which the first two weeks demanded almost half of the work I eventually did for the class). You also have the freedom to pursue your own interests, and Kristyn was fantastic
- 16 look for others before this one. The class title is a bit misleading
- 17 best THINK!
- 18 The intentions and goals of this class is very interesting, however, the class did not succeed in its execution. I often felt like the topics discussed in class were almost forced, that they had to be said, and the connection to the extinction scenarios were often unclear. I was often left with the question, "So what?" after lectures. The discussion section was very interesting because each individual's perspective and weight of global issues were very diverse, and the solutions proposed were also variant on personal experiences.
- 19 This class will make you consider a lot of topics and ideas that you most likely would otherwise have never thought about. Don't bother with the readings, but do participate in discussions and talk to the profs.
- 20 Lecture oftentimes seemed entirely unrelated and random. I still am not sure as to how much lecture material I even had in mind when writing my paper because a fair amount of it seemed irrelevant to what we were talking about. That being said, some of the course topics are very interesting.
- 21 It was the first time the class was ever taught when I took it, so, I think there is plenty of room for improvement.
- 22 It shakes you up, low stress, best TA was Kyle and he's leaving so that's pretty sad. Will either make you wanna save the world or die in a hole, but the former is preferable.
- 23 It's a super fun and interesting THINK, definitely take it. I learned a lot of useful knowledge and thought in new ways, plus the material was cool to learn about.
- 24 It can be really boring at times but an overall good class
- 25 homework structure difficult to understand, TAs unhelpful
- 26 This was the first year that the class was taught so it was understandably a bit disorganized. If you're especially interested in learning about climate change or AI then this is an interesting class to take. They were really nice with the reading load but the lectures were a bit dry.
- 27 This is a good, solid thinking matters class that is interesting and engaging but also manageable in terms of workload. I would recommend it, especially if you are looking to fulfill your humanities WAYS.
- 28 The course material is not very challenging or difficult to understand. This is a good science course for a humanities or social sciences major to take.

- 29 Definitely a cool think class. I hope they decide to restructure the paper. As it is now, you just revise the same paper over and over for 10 weeks which gets really tedious
-
- 30 None
-
- 31 Very interesting concepts, sometimes a little bit disorganized and administratively messy
-
- 32 Although the course material is interesting and the instructors are generally all good, the lectures aren't great: they feel almost pseudo-scientific sometimes in how they jump around & talk about things. They didn't teach me a whole lot. The topic is interesting though and the section is better.
-
- 33 Great THINK if you want to learn a bunch of interesting stuff from extremely qualified faculty. If you're looking for a THINK that will improve your writing however, this is probably not for you, as writing is not really the main focus of the course.
-
- 34 Pretty chill option for a Think class. Not a lot of work, pretty fun general topic. Lectures can be really boring, and section really depends on the group of people you happen to end up with. The paper you need to write is pretty engaging, though, and the research is enjoyable since you can choose a topic.
-
- 35 This class is amazing and a great way to accomplish your THINK requirement.
-
- 36 It's an interesting course, but the work is really meaningless and the lectures are incredibly dry at points.
-
- 37 Hope its better than the first year!
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- 38 This class is obviously a bit dark and depressing, but at the same time, there is a need to actively engage with these issues rather than ignore them - ignorance is self-destructive.
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- 39 This is a fantastic course to take because, even though it is a lot of work, the discussions we have during lecture and section are, in my opinion, some of the most important discussions we could be having on this campus.
-
- 40 Dont take this course. Super philosophical, really dry and has classist THINK fellows. Profs were highkey not qualified to teach
-
- 41 I would not recommend this class. The structure is terrible, unless they change it for future classes. I wish I had chosen another one, though this one will definitely leave a mark on my experience here, only in terms of my GPA. This is because the writing portion of the class made it seem like PWR 2.0 and the assignments were difficult to put together for certain topics. There was also no flexibility or open mindedness for the thinking fellows grading the papers, which is ironic, since our ideas are supposed to be celebrated and mentored within a class such as this. I definitely, for sure, would not recommend this class to anyone.
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- 42 I loved this course!! not just because I'm an environmentalist and climate change induced extinction is a plausible scenario, but because lecture topics are so varied, and section is very engaging. Please take this course.
-
- 43 Take it if you have an interest in one of the areas of focus, you will be working on that topic for the entire quarter.
-
- 44 Fascinating THINK class, particularly if you have a good TA
-
- 45 Take this THINK!!! It has honestly been my favorite class at Stanford because of how interesting the lectures are and how enthusiastic and knowledgeable Paul and Steve are.
-
- 46 Good THINK class - interesting topics and not too much work
-
- 47 Highly recommend to anyone who wants to ponder human existence and the agency we can have over our collective future.
-
- 48 This course is incredibly engaging because it tackles the most pressing questions of our age with attention to various different fields and disciplines. It's a really great way to engage in interesting dialogue/debate about how to approach the problems that our generation will inherit. The workload is not too bad, and it's worth staying on top of reading so that you can get the most out of sections and lectures.
-
- 49 Make sure you really enjoy the extinction scenario you choose - or else the class will drag
-
- 50 The topics this class covered were extremely interesting, but I found that section was a lot more engaging than lecture. Sometimes lectures were hard to follow, but the professors always provide time for questions if you get lost. I would suggest taking this course because I think the topics that it covers should be of great importance to us all. This course really informs decisions about your potential major, and even decisions about what type of career you would like to pursue.
-
- 51 I found this course extremely interesting. If you are interested in examining possible scenarios for human extinction, then this class is for you. However, you should be aware that the topics covered in this class are very heavy and can be quite depressing and overwhelming.
-
- 52 Really cool class a lot of writing for a think
-
- 53 Work hard

(22 comments)

Q: Would you like to provide any other comments about this course?

- 1 In this class, each of us students only focused on and wrote about one specific track, which might lead to their inadequate attention and efforts on the other equally important topics. Therefore, I suggest that this class should either be divided into four classes, each of which focuses on one of the four major threats, or the students should be expected to learn and write about all the four tracks.
- 2 No
- 3 nope
- 4 Just a suggestion I guess: Instead of having you write a paper on broad topics like climate change or nuclear warfare, we should each choose a specific example that would have a measurable impact if solved. Luby's brick kilns is a PERFECT example. If we tackled issues like that in the class, we could maybe come up with real solutions instead of waving our hands around about the end of the world
- 5 made me think a lot
- 6 I enjoyed this course! Hope to see it stay a part of the THINK curriculum.
- 7 This class could definitely be a lot better. My main complaints, though, come from the thinking fellow that I had, which will be in a separate evaluation. Please reevaluate what people you choose to teach a class about human extinction, especially if those people are narrow-minded and use their personal beliefs to grade students' essays.
- 8 No
- 9 Is it possible to give an overview of the four possibilities of extinction in the first week? Otherwise I feel like students gravitate towards what they're more familiar with, which can lead to a bunch of people doing climate change.
- 10 Thank you for an amazing quarter!
- 11 Try to make the lectures more engaging because I notice that many students zone off and almost everyone in the back row were doing other activities on their laptops. Maybe only let people who are OAE notetakers use computers. Also the stories lecture seemed completely pointless.
- 12 Really enjoyed this class. Glad I chose it!
- 13 The readings don't always feel fully addressed in lecture. Sometimes, also, I had hoped that there were more attention given to social equity/social privilege in conjunction with these problems facing society (more diverse teaching staff potentially..?).
- 14 nah
- 15 shoutout to Kristyn for being an excellent section leader
- 16 No
- 17 Here's some content suggestions for the teaching team:
 - 1) Black Mirror episodes
 - 2) SCP Wiki Pages - this is a collection of fictional pages about threats to humanity. Some of them post very interesting philosophical/ethical questions, for instance, how probable is it for someone to unleash small-scale disaster to prevent a large-scale one (this happens for SCP-096).

I also feel like the content is not complex enough, but I understand this has to be geared for people who don't really think about these types of issues often.
- 18 no
- 19 N/A
- 20 The assignments tried to be much more rigorous than the class itself was, indeed a waste of an assignment as it was in the purgatory between empirical analysis and fiction fabrication.
- 21 I wish that the class had been more organized when it came to the written assignments. I felt that we weren't given enough advanced notice and discussion about what the assignments should have looked like and how to approach our topic.
- 22 No

Instructor Added Questions

Close-Ended Questions

No Data.

Interpreting these results and deciding what changes you might want to make in your course can benefit greatly from a conversation with a colleague and/or a teaching consultant. To discuss your course evaluation feedback with a consultant in the Office of the Vice Provost for Teaching and Learning, please click here: [VPTL Consultation Request Form \(https://vptl.stanford.edu/getting-started-vptl\)](https://vptl.stanford.edu/getting-started-vptl)