

Change Models

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1. Rogers' Diffusion of Innovation

- 🌐 Rogers (1962) identifies 5 attributes that affect the rate of adopting a change:
 - 🌐 1. Relative advantage (“Is it better than what I’ve got now?”)
 - 🌐 2. Compatibility (“Does it conflict with my values, practices, or needs?”)
 - 🌐 3. Complexity (“Is it too difficult to understand or use in authentic settings”)
 - 🌐 4. Trialability (“Can I try it out first, and can I go back to what I was doing if I don’t like it?”)
 - 🌐 5. Observability (“Can I watch someone else using it before I decide whether to adopt?”)
(Ellsworth p.56)

Variables Determining the Rate of Adoption

Dependent Variable That is Explained

I. Perceived Attributes of Innovations

- 1. Relative Advantage
- 2. Compatibility
- 3. Complexity
- 4. Trialability
- 5. Observability

II. Type of Innovation-Decision

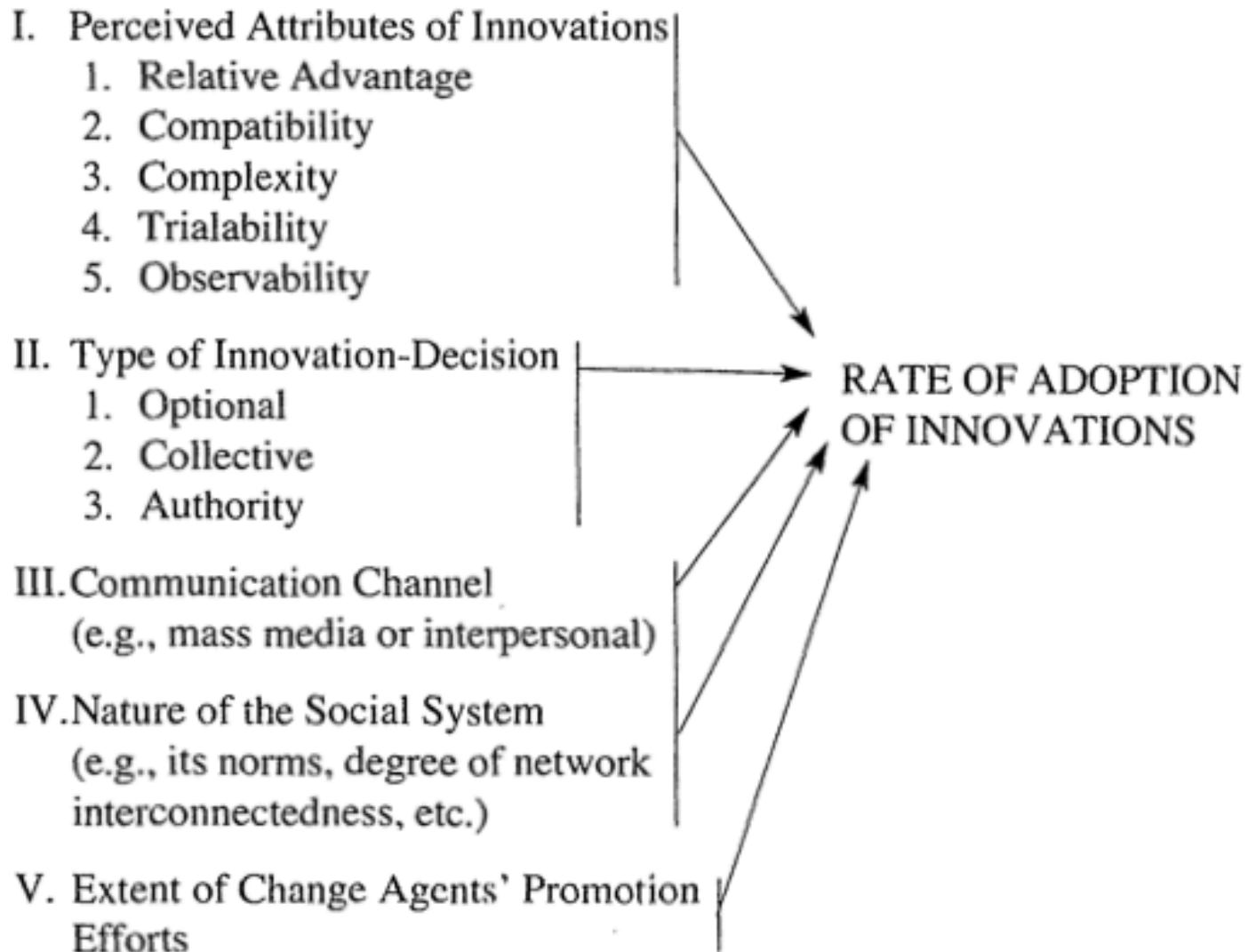
- 1. Optional
- 2. Collective
- 3. Authority

III. Communication Channel
(e.g., mass media or interpersonal)

IV. Nature of the Social System
(e.g., its norms, degree of network interconnectedness, etc.)

V. Extent of Change Agents' Promotion Efforts

RATE OF ADOPTION OF INNOVATIONS









“What’s in it for me...”

- Rogers (1962) explains relative advantage is one of the biggest factors. To fully implement a change, people have got to believe it will be better for them than what they currently have or are doing (Ellsworth, p.47).
- 6 sub-dimensions of relative advantage:
 - 1. Economic profitability
 - 2. Low initial cost
 - 3. Decreased discomfort
 - 4. Social prestige
 - 5. Savings in time and effort
 - 6. Immediacy of reward



Example of Change

-  We have a situation at our school right now where we are trying to make technology more accessible and equitable to teachers and students with the limited amount of funds available. I am currently testing a HoverCam vs.ELMO document camera. I went through Roger's (1962) Diffusion of Innovation attributes in relation to my experience:
-  1. Relative advantage- I currently have no document camera in my classroom. When I was asked to test the HoverCam, I immediately accepted. Anything is better than nothing!
 -  2. Compatibility- It appears to be okay, however, the setup is not very user friendly for the age of my students. The camera sits loosely on a mat and is rather tall, therefore, I anticipate it falling over easily if bumped.
 -  3. Complexity- I will have to get back to this one, since I have not officially set it up. However, all one has to do is download software off the internet and use a USB cord to plug it in. Seems easy enough!
 -  4. Trialability – since I don't have a document camera to begin with, if I don't like this one, I will simply suggest the ELMO or ask to try another document camera tool.
 -  5. Observability – I wish I could see this HoverCam in action, however, I have not. If I can get it to work though, other teachers will be able to observe me using it before they get one.

2. Ely's Conditions of Change

- Ely (1990) focused on the environmental conditions in regards to whether a change will be implemented or not. These conditions are:
 - 1. Dissatisfaction with the status quo (“There has to be a better way.”)
 - 2. Knowledge and skills exist (“I can do this”)
 - 3. Resources are available (“I have everything I need to make it work.”)
 - 4. Time is available (“I have the time to figure this out, and to adapt my other practices.”)
 - 5. Rewards or incentives exist for participants (“I’m going to get something out of this too.”)
 - 6. Participation is expected and encouraged (“This is important, and I have a voice in in.”)
 - 7. Commitment by those who are involved (“Administrators and faculty leaders support it.”)
 - 8. Leadership is evident (“I know who to turn to for encouragement, and they’re available.”)
(Ellsworth, p.70)

Example of Change

Using the same example as before, I will go through Ely's (1990) Conditions of Change as they apply:

- 1. Dissatisfaction with the status quo-** I am tired of not having the ability to project math manipulatives or a worksheet the students are doing. I would love to have a document camera. Many other teachers feel the same way.
- 2. Knowledge and skills exist-** We have excellent staff members who have worked with document cameras for several years. I am also knowledgeable about how it works and what kind of set up is necessary in order for it to be beneficial to all.
- 3. Resources are available-** All remotes, cords, and cameras will be provided by the district as long as the funds are available.
- 4. Time is available-** There is no rush to get it set up. Teachers are ready for more technology. They have waited this long, so time is not an issue. However, many are getting impatient to gain more access to technology.
- 5. Rewards or incentives exist for participants-** Teachers will have the ability to project through the document camera materials/papers to students so everyone can easily see vs. writing everything on the board or walking around to display it.
- 6. Participation is expected and encouraged-** Teachers need to embrace technology because that is what will get the attention of their students. Teaching practices need to include the use of technology.
- 7. Commitment by those who are involved-** Our principal is very helpful and willing to fund what we feel we need.
- 8. Leadership is evident-** Many teachers have technology endorsements and we have a great technology lead teacher who is able to assist with setup and application of new software or technology tools.

“I’ll have what she’s having...”

- 🌐 Youtube video: <http://www.youtube.com/watch?v=tXp1yRLvVTU>
- 🌐 Mark Earls and Alex Bentley (2012) present throughout this video how our behavior and society are always changing. One has to wonder, “Is the behavior change shaped by the individual (individual choice) or by the choice of others (social influence)?”
- 🌐 Earls and Bentley (2012) also explain the interesting thing about humans is we think about our thinking. We rely on past human knowledge to survive. We don’t need to have all the answers ourselves. We work together to make things better.
- 🌐 This is an idea I constantly try to explain to my young students. We accomplish so much more by working *with* each other rather than *against* each other. To implement change, you must have support!

References

- 🌐 Ellsworth, J. (2000). *Surviving change: A survey of educational change models*. Syracuse, NY.
Retrieved from: <http://tinyurl.com/6qj5d8b>
- 🌐 *I'll have what she's having: Mapping social behaviour* (2012) Retrieved from:
<http://www.youtube.com/watch?v=tXp1yRLvVTU>