

Change Action Plan: Implementation of HoverCams

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Introduction

At Frank V. Bergman Elementary, 60% of classroom teachers have an ELMO document camera set in their classroom. These ELMOs are placed on carts connected to an EIKI projector. The carts take up a lot of space, especially since they have to be placed in the middle of the room to project out to a pull down screen. Recently, they received funds to install Brightlink Interactive Whiteboard Projectors. These take up a lot less space, as they are installed directly above the whiteboard and connected to a nearby computer. Now Bergman teachers are looking at options to eliminate the carts but still have the benefit of a document camera while making technology more equitable to all teachers.

The Desired Change

Bergman Elementary should embrace the use of a HoverCam document camera in the classrooms rather than the ELMO document camera. The HoverCam connects to the classroom desktop computer or laptop, which is connected to the Brightlink Interactive projector. The HoverCam is run through software on the computer that is easily installed through the company's website. It not only projects, but also allows for scanning, video, and picture captures. The software also allows the teacher to annotate on the screen, which makes it more interactive and engaging for students.

Areas of Resistance

The first area of resistance will be the funding for these HoverCams. It is unknown exactly how many the school will be able to purchase. While they are about \$500 cheaper than the ELMO document cameras, they still do not know what the district will allow Bergman to purchase with their current funds. Some feel the money should be spent elsewhere, however, the school needs more technology that is accessible to all students and

teachers.

The second area of resistance is the teachers who are used to the ELMO cameras and do not want to switch. These teachers are not as proficient with using computer software programs, however, the HoverCam software is very user-friendly. If they have the right mindset, they will quickly catch on to how it works. Like Emily Dossett said in her interview, “Many people resist change because they are afraid or lack the confidence.” Technology teachers at Bergman will be readily available to help anyone needing assistance in setting up their HoverCam in their classroom.

Potential Adopters

Right now, all classroom teachers should receive a HoverCam to use in their classrooms. As funds allow, the usage of HoverCams could be extended to all resource classrooms, including specials teachers.

Conclusion

The HoverCams will allow for the most equitable distribution of technology to the majority of teachers while eliminating bulky carts and cords that take up a lot of space in the classroom. Following Ely's (1990) Conditions of Change model, it is favorable to choose the HoverCam as the adopted document camera in the classrooms at Bergman.

Ely's (1990) Conditions of Change: Implementation of HoverCams

1. Dissatisfaction with the status quo

Many teachers do not have a document camera in their classroom.

2. Knowledge and skills exist

I have studied the setup guide along with our tech lead teacher. We also have other technology certified teachers in the building.

3. Resources are available

Most classrooms now have a whiteboard projector hooked up to a computer ready for installation of a HoverCam.

4. Time is available

The cameras are desired soon as possible, however, there is not set schedule.

5. Rewards or incentives exist for participants

Teachers will be able to project papers or manipulatives for all to see.

6. Participation is expected and encouraged

Teachers need to meet their students' needs through the use of technology in order to be effective.

7. Commitment by those who are involved

The principal is in favor of them because they are about \$500 cheaper than ELMOs.

8. Leadership is evident

The technology lead teacher provides a great amount of support along with the rest of the committee and classroom teachers.

References

Ellsworth, J.B. (2000). *Surviving change: a survey of educational change models*. Retrieved from ERIC. (ED443417)