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Blog 2: How Innovativeness Affects Technology

**Everett Rogers: Theory of Diffusion of Innovations**

 Everett Rogers’s (2003) theory of diffusion of innovations “describes the process through which new ideas, practices, or technologies are spread into a social system. . . . The end results of diffusion are adoption, implementation, and institutionalization” (p. 35). According to Rogers (2003), an innovation is “an idea, practice, or object that is perceived as new by an individual or other unit of adoption” (p. 12). If an idea appears to be new by a person, than it is considered by that person to be an innovation. Technical innovations most often have some form of advantage for the users. The possible benefit of a new concept is leading a person to desire to learn more about an idea (Rogers, 2003). Some inquires posed by persons seeking to adopt a new idea are the following: What is the innovation, how does it work, why does it work, what are the innovation’s consequences, and what will its advantages and disadvantages be in the users’ situation (Rogers, 2003)?

 The adopter categories (laggards, late majority, early majority, early adopters, and innovators) discussed earlier are depicted by the bell curve below.



The innovators comprise about 2.5 % of the population, following the early adopters who make up 13.5% of the population. The early majority and late majority signify 34% of the population each and together contain 68%. The laggards contain 16% of the population (Rogers, 2003). These five adoption classifications signify predispositions and feelings toward innovations such as instructional technologies (Kennedy, 2013). Rogers (2003) pinpointed five elements that have an effect on an individual adopting or rejecting a developing innovation. These five elements include the relative advantage, compatibility, complexibility, trialability, and observability factors (Rogers, 2003). The diffusion of innovation theory offers an outline for the adoption of instructional technologies process (Kennedy, 2013).

 I would most likely consider myself an early adopter (comprises 13.5%). I have been one of the first teachers in my building to try new technologies that have been offered and do not wait for other educators to first try new ideas involving innovative technologies. I try to inspire my colleagues to take chances and implement emerging technologies into their pedagogy.

**References**

Kennedy, L. C. (2013). *Exploring the adoption of instructional technologies: The mainstream faculty perspective.* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses database. (No. 1449375344)

Rogers, E. M. (2003). *Diffusion of innovations* (5th ed.). New York, NY: Free Press.