

AGED 4443 – Principles of Technological Change

University of Arkansas

Department of Agricultural, Education, Communications and Technology

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Office Hours: Mon 9:00-11 a.m. and Tu/Th 9:30-2 p.m. or by appointment

IM communication: via Blackboard, Facebook, MSN Messenger

Course Meeting Schedule: Asynchronous using Blackboard

Course Communication and Assignments Submissions: <http://learn.uark.edu>

Catalog Description: This course introduces a structured approach for dealing with the organizational and human aspects of technology transition, including the key concepts of resistance and change management, organizational change, communications, and processes by which professional change agents influence the introductions, adoption, and diffusion of technological change. The course is offered as web-based course.

Course Overview

This course will be delivered completely online (asynchronous). Each week you are responsible for completing the lessons assigned for that week (two to three lessons). Completion of each lesson includes reviewing the material located Blackboard, reading the assigned chapter(s) and writing and submitting a chapter summary, reading the additional readings, and posting a response to the discussion meet question(s). A summary of the assignments and textbook readings are provided in the course schedule. **Students must complete each “week’s” assignments, discussions and readings before Sunday at Midnight.**

Course Objectives

1. Identify rural communities and organizations affected by the change process.
2. Identify the processes related to planned change.
3. Define the role of the change agent in affecting change relationships.
4. Identify processes by which professional change agents influence the introduction, adoption, and diffusion of technological change.
5. Evaluate models/theories of change, communications, and organization.
6. Enhance the communication skills required when working with people in organizations and agencies facilitating change.
7. Emphasize cultural and diversity components of change.
8. Describe ways of predicting, minimizing, and managing undesirable consequences of change.
9. Identify sources of change in specific contexts: (a) personal, (b) social, (c) business/economic, (d) political/governmental, (e) natural environment, (f) technology/innovation.

Required Text

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

Methods for Assessing Learning Objectives: The expected learning outcomes for the course will be assessed through course discussion board participation, written assignments, and a final examination.

Grading Scale -- Undergraduates

A = 90%-100%, 720-800 points - excellent work which demonstrates analysis, originality, and thoroughness

B = 80%-89.9%, 640-719 points - good work which reflects detail, accuracy, and timeliness

C = 70%-79.9%, 560-639 points - average work, which demonstrates minimal competencies

D = 60%- 69.9%, 480-559 points

F = < 59.9%, equal to or less than 479 points

Grading Scale -- Graduate

A = 90%-100%, 900-1,000 points - excellent work which demonstrates analysis, originality, and thoroughness

B = 80%-89.9%, 800-899 points - good work which reflects detail, accuracy, and timeliness

C = 70%-79.9%, 700-799 points - average work, which demonstrates minimal competencies

D = 60%-69.9%, 600-699 points

F = < 59.9%, less than 599 points

Course Assignments – All Students

Class Participation (160 points) – Participation in course discussion board on Blackboard. You should be answering my questions, posing additional questions for class participants', and answering your classmates' questions. **You should plan to pose at least three questions during the course.** Also, you should be reviewing your classmates' posts and respond based on your previous experience and what you have learned in the class. **Graduate students** are required to moderate discussions and will be assigned specific weeks to moderate. Each time, moderation is worth 15 points (total 45 points).

Chapter Summaries (165 points) (11 at 15 points each) – You will complete a written summary of each assigned chapter. Each chapter summary should outline the most important aspects of the chapter and highlight what you have learned in your readings during that lesson. Also, make sure you make connections between what you have learned previously. You are limited to two pages for each chapter summary; I suggest you use two full pages. The following areas will consist of the rubric for these assignments: Chapter summary (up to 8 pts); Highlights from article readings (up to 4 pts); and Highlight what you learned previously (up to 3 pts).

Reaction Papers (100 points) (2 at 45 points each) – Popular periodicals as well as research journals often feature articles and papers about the impact of new innovations and those under development. For this assignment, you need to find a story about an innovation in a recent publication (publication date no earlier than 2005) and write a reaction paper to that story. Your

paper should summarize the main points of the article and include your “reaction” to the article. You are limited to two pages and need to submit either a copy of the article or a link to the article with your paper. **You must submit a draft of your reaction paper on the Thursday before the due date. This will allow you to check your paper for plagiarism and make changes prior to submitting the assignment.** The article should refer to one of the following topics:

- 1) Description of innovation(s)
- 2) Adoption of innovations
- 3) Opinion leadership
- 4) Role of change agent
- 5) Change process
- 6) Introducing change into a cross-cultural setting
- 7) Power structures
- 8) Consequences of introducing innovations

The critique should begin with an overview of the entire article. The first paragraph should identify in a few sentences the major theme of the article and give an indication of the conclusions or end results as presented by the author. The context in which the article was published should be given if that is important to the reader’s understanding.

The “body” of the critique should be brief statements concerning the major points presented in the article, including the author’s viewpoints. If specific facts, such as names, dates, numbers, etc., are important to understanding the article, be certain that they are included. Remember that anytime you quote the author, even three words or a phrase, you are obligated to use quotation marks. Not to do so is plagiarism. You should feel free, however, to paraphrase the author by restating her/his statements in your own words.

Finally, assess or critique the article. Comment critically about the article, in this section, in terms of its relevancy, validity or viewpoints, and implications for action. In the last part of the critique, you can state specifically what causes you to believe that the author has done a good or poor job of writing. (Whether good or lousy – say so and tell why!) For example:

- 1) For whom is the book or article written?
- 2) Are the author’s viewpoints consistent with other authorities?
- 3) Are the author’s viewpoints supported with valid reasons?
- 4) Does the author adequately cover the subject?
- 5) Where do you agree or disagree with the author? Why?
- 6) How might the article be strengthened?
- 7) What implications do you find for teaching, supervision, administration, teacher education, distance education, improvement of instruction, conducting youth and adult programs, program planning, working with international development, working with a change agent, working in your own field or in your own job, etc.?

Innovation Report (225 points–Undergraduates and 380 points–Graduates) Identify an agricultural/educational/communication innovation and write a 4-5 page, single-spaced paper (undergraduates) or 8-10 page, single-spaced paper (graduates) identifying the innovation, describing the characteristics of the innovation, discussing the possible consequences of the

innovation and the strategy you would use to encourage or discourage the adoption of the innovation.

You must submit an outline of your Innovation Report on the scheduled due date. This will allow you to receive suggestions from classmates and your instructor.

You must submit a draft of your Innovation Report by 11:59 p.m. the Thursday before the due date. This will allow you to check your paper for plagiarism and make changes prior to submitting the assignment.

You will post a summary of your report to the discussion board. The summary should include the most important characteristics and consequences associated with the innovation.

In preparing this project, keep in mind that it is to be the development of a working strategy for introducing and securing the adoption of an innovation by the people with whom you work as a change agent. No set pattern is expected to be followed in developing this strategy. However, several points will be covered. They are:

- 1) What is the situation being described?
 - a) Specifically what is the problem to be solved or the change(s) needed?
 - b) What information is required for the change agent to assess the needs for change?
 - c) What are the possibilities of the proposed change, being successful?
 - d) What are likely to be the social consequences of introducing the innovation or change into the clientele's social system and culture?
- 2) What was the strategy used if the introduction of the change has already begun, or what will be the most suitable strategy to use in getting the change accepted? In the latter case, Present the rationale for the strategy(ies) being proposed. Show how the clientele can be organized and worked with until the change becomes "permanently" accepted. If analyzing a case where a change failed, determine what strategies could now be used to turn the failure into a success.
- 3) Identify what is likely to happen to each stage in the change process or identify the stages in the change process that may have already taken place.
- 4) Describe the role of the change agent, i.e. how he or she has worked or is to work in bringing about this change.
- 5) Give evidence of activities that have taken place or project activities that are likely to take place at different stages of the innovation-decision (adoption) process.
- 6) Trace likely routes of diffusion of the innovation through the social system into which it is to be introduced or, if the innovation has already been introduced, predict the likely routes of diffusion through the social system that still will occur.
- 7) Describe the evidence that you would look for pertaining to the permanence or discontinuance of the change.
- 8) If applicable, speculate on the possibilities of the change agent being able to continue working with his/her clientele in getting new innovations accepted after or during the process of working with a particular change.

****You will post all written assignments to the "Assignment" area of Blackboard.** To post an assignment: Click on the "Assignment" tab located on the homepage of Blackboard. Click on the assignment you want to submit, click "Browse" to locate your file, then click "Open." The file

name you selected is now displayed in the “file” field. If it is the correct file click “Save” if not locate the correct file then click save. Click “Submit” to post your assignment.

Final Exam (150 Points) – The final exam will consist of three parts, which will test your technical/cognitive comprehension of the material presented as well as your practical application of the content:

- a. Multiple choice / short answer (100 points) - Part A
- b. Your choice essay (20 points) - Part B
- c. Instructor’s choice essay (30 points) - Part C

The final exam will be available on Blackboard at a specific day to accommodate all time zones of the class. It will be exam is open-book and open-notes but NOT open-classmate. You will have 2 hours to complete the multiple choice portion of the exam (Part A). You will have 4 hours to complete the essay portions of the exam (Parts B and C). You may begin any portion of the exam at anytime, but keep in mind that as soon as you open the test area the timer will begin.

Course Assignments – Graduate Students

Graduate students will notice differences in course points when compared to undergraduate students. Points vary due to the Innovation Report and Moderator assignments (three discussion posts throughout the semester). Moderators will earn up to 15 points for each discussion assigned to moderate (45 points total).

Late Assignments

All assignments are due by 11:59 p.m. on the due date listed on the schedule. I know that working professionals have expectations of the job that create hardships in meeting deadlines on occasion, but please try to pace yourself so that you can meet the deadlines. I have a grace period for late assignments up to 3 days. After this period, students will receive a score of 0 for any assignments not submitted. If an emergency arises that will require students to turn an assignment in much later, or if a student will be absent for a university approved function, they must submit documentary proof of the emergency or the university function. If an emergency does arise, students should call or email the instructor immediately (479-575-6346). For absences related to university functions, students must work with the instructor at least one week in advance to develop a plan to complete any missed work.

Americans with Disabilities Policy

The American Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities be guaranteed a learning environment that provides for reasonable accommodation. All services, programs, and activities at the University are accessible to students with disabilities. If you have a disability that interferes with your potential success in this course, please inform the instructor during the first week of class so special arrangements can be made. To receive special services, you must be registered with the appropriate campus unit.

Academic Integrity Policy

As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail.

Each University of Arkansas student is required to be familiar with and abide by the University's Academic Integrity Policy which may be found at <http://honesty.uark.edu/policy/index.php> Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.

I encourage students to submit written assignments to the Safe Assign module to check for possible plagiarism violations prior to each homework submission. Refer to the resources section under citing sources for some helpful tips.

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