

Stages of Concern about Technology Use (CBAM: Concerns Based Adoption Model)

In facilitating change, you need to know what concerns individuals have about technology use, especially their most intense concerns. These concerns will have a powerful influence on the implementation of change and how and if they use technology. CBAM offers several ways to identify these concerns. As a change agent, you can use this model to identify concerns, interpret them, and then act on them.

| Stages | Description | Stages to Guide Change |
|----------------------|---|--|
| Awareness | <ul style="list-style-type: none"> • May or may not know about technology • May or may not be ready to use technology | <ul style="list-style-type: none"> ☐ Involve teachers in discussions and decisions ☐ Share enough information to stir interest, but not to overwhelm ☐ Provide open environment where all questions are allowed and lack of awareness is accepted ☐ Minimize gossip and inaccurate sharing of information |
| Informational | <ul style="list-style-type: none"> • Wants to learn more about the technology • Curious how technology can be used with students | <ul style="list-style-type: none"> ☐ Share information through all forms of media ☐ Find those that are using the technology on and off-site and have them share what they are doing ☐ Help teachers see how technology relates to their teaching practices ☐ Be enthusiastic about all who are using technology |
| Personal | <ul style="list-style-type: none"> • Has concerns about proficiency level • Does not want to look foolish at a workshop | <ul style="list-style-type: none"> ☐ Know these concerns are common and legitimize existence of concerns ☐ Connect teachers with similar concerns and those who will be supportive ☐ Share how technology can be used in small attainable steps |
| Management | <ul style="list-style-type: none"> • Wants practical suggestions on how to use technology for specific purposes • Needs help with specific problems | <ul style="list-style-type: none"> ☐ Explain components of technology and share “how-tos” ☐ Demonstrate practical solutions to logistical problems ☐ Help teachers create a timeline or plan on how to use technology for immediate concerns |
| Consequence | <ul style="list-style-type: none"> • Uses technology but not sure how to use with students or what activities are out there that use technology | <ul style="list-style-type: none"> ☐ Provide opportunities to attend conferences or visit other teachers using technology with students ☐ Share lessons involving technology and post student work ☐ Give these people positive feedback and access to resources |
| Collaborative | <ul style="list-style-type: none"> • Would like to share lessons with other teachers • Offers technical support to others | <ul style="list-style-type: none"> ☐ Provide opportunities to develop their skills ☐ Provide common planning time for these teachers ☐ Look for opportunities for these teachers to team on projects ☐ Use these teachers as mentors or coaches |
| Refocusing | <ul style="list-style-type: none"> • Looks for ways to improve program • Serves on technology committee • Thinks “outside the box “ | <ul style="list-style-type: none"> ☐ Encourage these teachers to research and test new ideas and technologies ☐ Provide access to all resources so they can refine their ideas and put them into practice ☐ Allow these teachers to take risks |