Diffusion of innovations theory with freire's model for adult education

Health & Medicine

Diffusion of Innovations and Freires Model Diffusion of Innovations and Freires Model Diffusion of innovation theory seeks to provide an explanation for the manner in which a population takes up innovations. Rogers relates an innovation to an object, behavior or an idea, which its audience perceive as new. Rogers' theory shows some similarity with Paulo Freire's model for adult education. Both Roger's theory and Freire's model lay a framework, which provide learners with easy ways of learning new concepts. In addition, these models consist of elements, which are necessary for providing an elaborate structure of acquiring and learning new concepts. For instance, Freire's model consist of three phases and five constructs including dialogue and praxis. While Rogers' theory has four elements with each having different qualities, which determine the success of the innovation.

On the other hand, Roger's theory and Freire's model contrasts each other profoundly. Freire's model emphasizes on praxis and dialogue as the principal constructs, which constitute the overall effort of transforming the world through adoption of new ideas (Sharma & Romas, 2012, p. 253). Additionally, this model posits that experience is vital to learning new concepts and a vital approach to progressive education. On the contrary, Rogers's theory points that adoption of innovations is faster with innovations that offer compatibility, trialability, relative advantage and simplicity.

Key among the limitations Freire's model includes failure to address issues regarding gender on the acquiring new concepts. Besides, the model appears inapplicable to more knowledgeable individuals than it is to non-literate individuals. Pro-innovation bias is a key limitation of diffusion model (Sharma & Romas, 2012, p. 241). Pro-innovation bias implies that if the

adopted innovation will be useful to every adopter equally.

Reference

Sharma, M., & Romas, J. A. (2012). Theoretical Foundations of Health Education and Health Promotion (2nd ed.). Sudbury, MA: Jones & Bartlett Publishers.