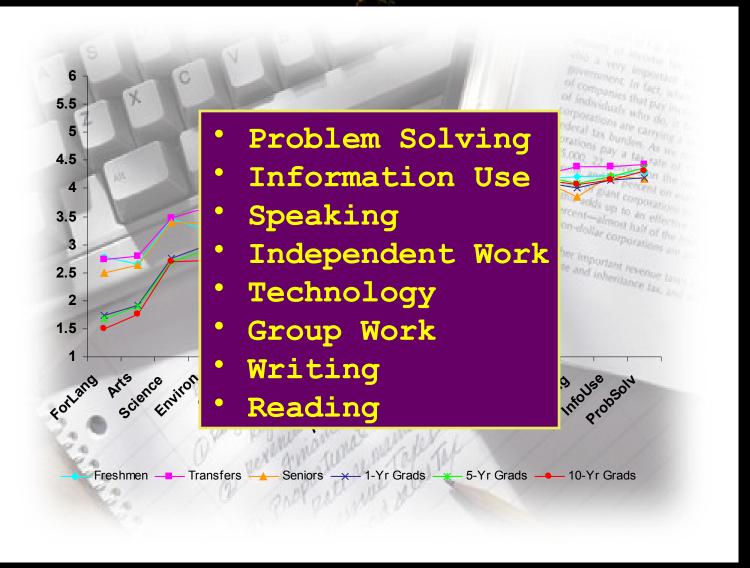
# Introducing



Approach to Information Problem-Solving



# Survey of Valued Skills Fall 2001



## **Information Literacy**

"To be information literate, a person must be able to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information."

**American Library Association, 1989** 



# The Big6™ Skills

- 1. Task Definition
  - 2. Info Seeking Strategies
    - 3. Location & Access



4. Use of Information

5. Synthesis

6. Evaluation



#### The Big6™ Skills Model of

#### Information Problem-Solving

#### 1. Task Definition:

- 1.1 Define the problem.
- 1.2 Identify the information needed.

#### Information Seeking Strategies:

- 2.1 Determine all possible sources.
- 2.2 Select the best sources.

#### Location and Access:

- 3.1 Locate sources.
- 3.2 Find information within sources.

#### Use of Information:

- 4.1 Engage (e.g., read, hear, view).
- 4.2 Extract relevant information.

#### 5. Synthesis:

- 5.1 Organize information from multiple sources.
- 5.2 Present information.

#### Evaluation:

- 6.1 Judge the result (effectiveness).
- 6.2 Judge the process (efficiency).

# Big6 Examples Big6 Workshop Handbook p. 174

- 1st grade language arts –
   ABC book
- 7th grade Leon recycling
- 10th grade probability

# The Big6 Example (p. 174): 7th Grade Social Studies

- Leon -
- Recycling project
- Short paper and oral presentation on the problems and solutions regarding recycling of one type of waste.

## **Task Definition**

- 1.1 Define the problem
- 1.2 Identify the information needed

# types of information

# Information Seeking Strategies

2.1 Determine all possible sources

2.2 Select the best sources

brainstorm & narrow

# esson: Info Seeking **Strategy Criteria**

- □ on the topic (valid)
- □ reliable/authoritative □ available
- □ accurate
- precise
- □ complete

- easy to use
- current
- □ affordable
- fun

# **Location & Access**

- 3.1 Locate sources
- 3.2 Find information within sources

index

# **Use of Information**

- 4.1 Engage (read, hear, view)
- 4.2 Extract relevant, quality information

# relevance

# **Synthesis**

5.1 Organize

5.2 Present

medium & message

## **Evaluation**

6.1 Judge the result

6.2 Judge the process

effective & efficient

#### Developing Big6" Understandings

Information Seeking Strategies

Task Definition

TD ISS

#### Worksheet 3-2—Literal Level: Identify the Big6"

In the space provided, indicate which of the Big6™ Skills students are using when they perform each of the following activities:

L&A UI S E	= = =	Location & Access Use of Information Synthesis Evaluation	
	=		
	When a student:		
		<ol> <li>chooses between an encyclopedia and a magazine for information on the political situation in the Middle East.</li> </ol>	
	_	<ol> <li>creates a weekly classroom newsletter about freedom movements in the world.</li> </ol>	
		<ol> <li>interviews a long-time community resident about local history.</li> </ol>	
		assesses the presentations of other students.	
	-	<ol> <li>uses PowerPoint to create a multimedia show about holiday celebrations in other cultures.</li> </ol>	
		<ol> <li>reflects on personal information skills that need improving.</li> </ol>	
	-	<ol> <li>uses appropriate Yahoo or Alta Vista commands.</li> </ol>	
	-	<ol> <li>evaluates the effectiveness of different specific media (e.g. political ads, car commercials, video vs. audio, etc.).</li> </ol>	
		writes a thesis statement.	
		10. finds word definitions in a dictionary.	
		11. answers questions using a textbook.	
	_	12. selects a specific topic for a science fair project.	
	See A	answer Key p.52	

# For the Very Young (preK – 1) The Super 3

- Example:
- Making a picture of signs of Spring

# The Super 3

You are the main character in a story:

Beginning - Plan



Middle - Do



**End - Review** 

# Super 3 Lesson

Creating a "culture of citing"



Use rubber stamps

book



computer



person



self



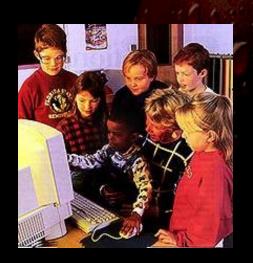
# Summary – The Big6 Approach **Themes of the Big6**

1. The Big6 process can be applied in all subjects, with students of all ages, and across all grade levels (K-20).

The Big6 is not just for kids.



2. The Big6 is an adaptable and flexible; it can be applied to any information situation.







3. Technology skills take on meaning within the Big6 process.

## **Technology - Out of Context**

Word processing
 Electronic spreadsheets

E-Mail
Hyperstudio Veb browsing Spell/grammar check
Web page design
Instant Messaging
Statistical analysis presentation Web searching

- Online cetal resedia production (PowerPoint)

Database management systems
 Video production
 Group discussion
 Electronic indexes

Graphics • Use of operating systems Copy/paste

Telnet
Brainstorming software
Algorithms
Programming
HTML

## Better, But Still Out of Context

- E-Mail
- Word processing
- Group discussion
- Online catalogs
- Electronic indexes
- Web browsing
- Web searching
- Electronic spreadsheets
- Upload/download
- HTML
- Spell/grammar check
- Brainstorming software
- PDAs
- Video production
- Algorithms
- Instant Messaging

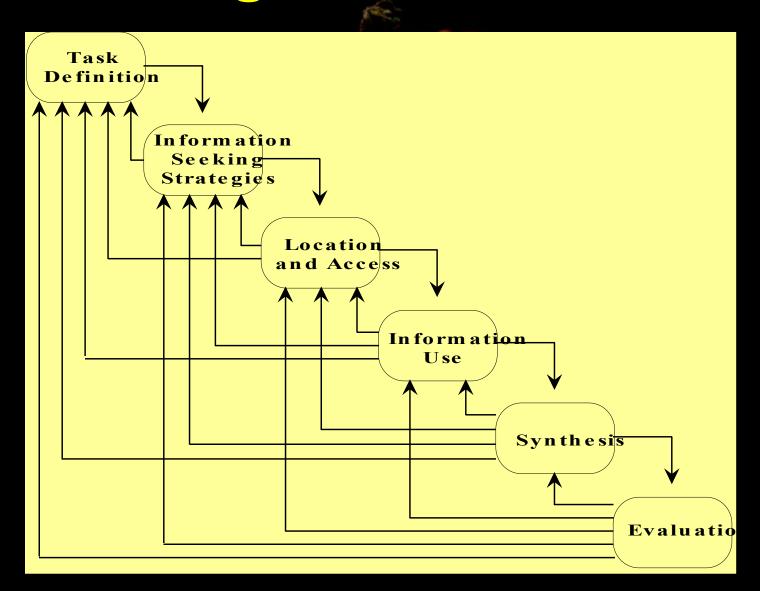
- Multimedia production (PowerPoint, Hyperstudio)
- ftp
- Chat
- Graphics
- Database management
- Inspiration
- Use of operating systems
- Web page design
- Copy/paste
- Statistical analysis presentation
- CAD/CAM
- Telnet
- Programming

# **Technology in Context**

TASK DEFINITION	Students use e-mail, listservs, newsgroups, chat, videoconferencing, and other online communication methods to clarify assignments and brainstorm problems. Students may also use software to generate timelines, organizational charts, etc. to plan and organize complex problems
INFO SEEKING STRATEGIES	Students identify and assess computerized resources as they develop information seeking strategies toward their problem.
LOCATION & ACCESS	Students use online catalogs, searchable periodical indexes, electronic encyclopedias, Web search engines, and other online searching tools to locate useful information.
USE OF INFORMATION	Students connect to and access online or locally stored electronic information sources, view, download, and decompress files, and use copy-and-paste features to extract relevant information.
SYNTHESIS	Students organize and communicate their results using word processing, database management, spreadsheet and graphics software, and distribute their projects via e-mail, Web publishing, or other media.
EVALUATION	Students evaluate the impact of the technology they used, including its effectiveness and efficiency

4. Using the Big6 is not always a linear, step-by-step process.

# The Big6: Not Linear



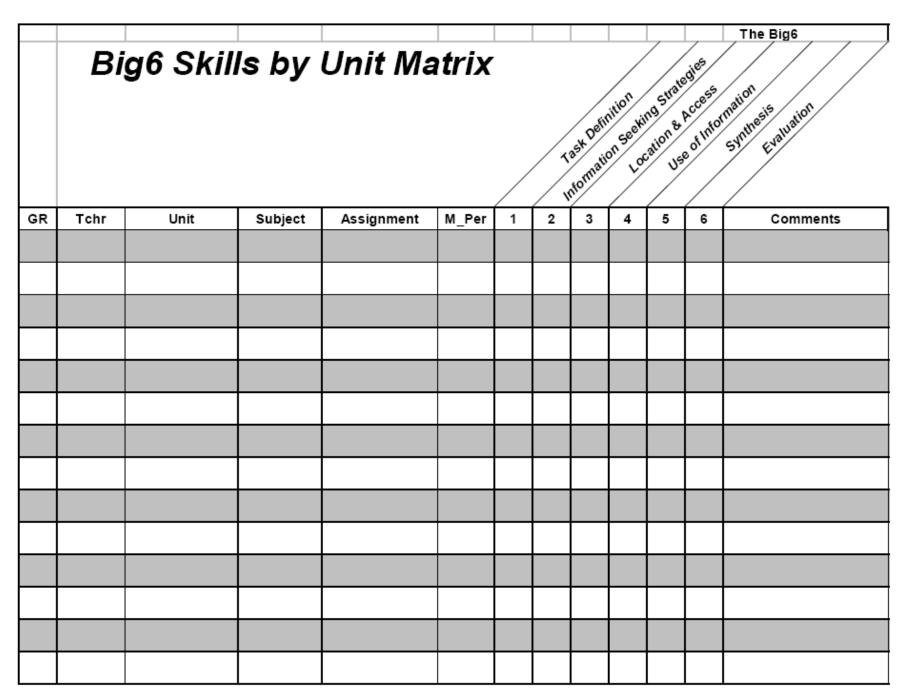
5. The Big6 process is necessary and sufficient for solving problems and completing tasks.

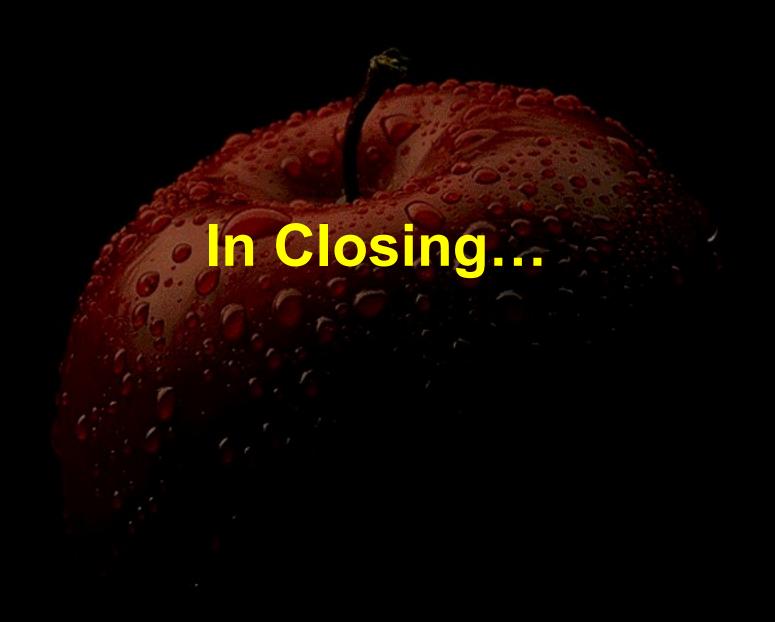
7. The Big6 is an ideal approach for integrating information literacy learning with all subject area curricula at all grade levels.



## Context

- #1 the process
  - information problem solving the Big6
- #2 technology in context
  - technology within the process
- #3 curriculum
  - real needs in real situations
  - assignments: papers, reports, projects
  - units and lessons





## The Big6

- Essential skills.
- A model of the information problemsolving process.
- Simple...but not really.
- Widely applicable.
- Easy to implement.
- Powerful.



# www.big6.org



All Big6 resources available from:

Linworth 800-786-5017 linworth@linworthpublishing.com