Introducing the Big6™

Presented by Mike Eisenberg
Why This is Important...
Information Literacy

The new "basics" of the 21st century
“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
Survey of Valued Skills

Complied from annual surveys by UW Office of Educational Assessment, www.washington.edu/oea/reports/student_alumni_surveys.html
For the Youngest
The Super3

Beginning

Middle

Plan

Do

End

Review
The Big6™ Skills Model of Information Problem-Solving

1. Task Definition:
   1.1 Define the problem.
   1.2 Identify the information needed.

2. Information Seeking Strategies:
   2.1 Determine all possible sources.
   2.2 Select the best sources.

3. Location and Access:
   3.1 Locate sources.
   3.2 Find information within sources.

4. 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.

6. Evaluation:
   6.1 Judge the result (effectiveness).
   6.2 Judge the process (efficiency).
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

brainstorm & narrow
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

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:

<table>
<thead>
<tr>
<th>TD</th>
<th>ISS</th>
<th>L&amp;A</th>
<th>UI</th>
<th>S</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task Definition</td>
<td>Information Seeking Strategies</td>
<td>Location &amp; Access</td>
<td>Use of Information</td>
<td>Synthesis</td>
<td>Evaluation</td>
</tr>
</tbody>
</table>

When a student:

1. chooses between an encyclopedia and a magazine for information on the political situation in the Middle East.

2. creates a weekly classroom newsletter about freedom movements in the world.

3. interviews a long-time community resident about local history.

4. assesses the presentations of other students.

5. uses PowerPoint to create a multimedia show about holiday celebrations in other cultures.

6. reflects on personal information skills that need improving.

7. uses appropriate Yahoo or Alta Vista commands.

8. evaluates the effectiveness of different specific media (e.g. political ads, car commercials, video vs. audio, etc.).

9. 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.
Themes of The Big 6
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).
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.
4. Using the Big6 is not always a linear, step-by-step process.
5. The Big6 process is necessary and sufficient for solving problems and completing tasks.
6. The Big6 is an ideal approach for integrating information literacy learning with all subject area curricula at all grade levels.
7. The Big6 provides a common vocabulary for “metacognition” – that helps everyone talk about how they learn and solve problems.
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 adaptable and flexible; it can be applied to any information situation.
Lesson: The Big6 in Everyday Contexts

- buying a birthday gift
- deciding what movie to attend
- finding out if somebody likes you
- choosing colleges or careers
- making a banana split
- Bobby starting a band
- _____________________???
Themes of the Big6

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td><strong>Word processing</strong></td>
<td></td>
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<tr>
<td><strong>Search engines, electronic indexes, online library catalogs</strong></td>
<td></td>
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<tr>
<td><strong>Spell/grammar check</strong></td>
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<tr>
<td><strong>Brainstorming software</strong></td>
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<td><strong>Blogs</strong></td>
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<tr>
<td><strong>Presentation software (PowerPoint)</strong></td>
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<td><strong>Email</strong></td>
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</table>
## Technology in Context

<table>
<thead>
<tr>
<th>Task Definition</th>
<th>Brainstorming software; Email</th>
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</thead>
<tbody>
<tr>
<td>Info Seeking Strategies</td>
<td>Search engines, electronic indexes, online library catalogs; Blogs</td>
</tr>
<tr>
<td>Location &amp; Access</td>
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</tr>
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<td>Synthesis</td>
<td>Presentation Software</td>
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<tr>
<td>Evaluation</td>
<td>Spell/grammar check; Email</td>
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</tbody>
</table>
4. Using the Big6 is not always a linear, step-by-step process.
The Big6: Not Linear
The Big6: Non-Linear

- TD
- E
- S
- UI
- ISS
- L&A
The Big6: Not Linear
5. The Big6 process is necessary and sufficient for solving problems and completing tasks.
The Big6™ Skills
Necessary and Sufficient

1. Task Definition
2. Info Seeking Strategies
3. Location & Access
4. Use of Information
5. Synthesis
6. Evaluation
Themes of the Big6

6. The Big6 is an ideal approach for integrating information literacy learning with all subject area curricula at all grade levels.
7. The Big6 provides a common vocabulary for “metacognition” – that helps students (and teachers and parents) talk about how they learn and solve problems.
Learning does not happen by chance... it has to be carefully thought out and planned.
The Big6

INTEGRATED PROGRAM

Context

Process Learning Content

1 task definition
2 information seeking strategies
3 location and access
4 use of information
5 synthesis
6 evaluation

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Context

• #1 - the process
  • Not isolated skills; within a problem-solving process (e.g., the Big6)

• #2 - technology in context
  • not isolated technologies; within a problem-solving process (e.g., the Big6)

• #3 - curriculum
  • connected to assignments
  • standards
  • state tests
Why Big6?

• Big6 = information literacy.
• Can implement immediately!
• Matches state standards & district learning goals and objectives.
• Provides consistent Information & Technology Skills instruction K-20.
• Can implement immediately!
All Big6 resources available from:
www.big6.com