Themes

1. The IPS 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.
Themes

2. IPS is adaptable and flexible; it can be applied to any information situation.
Everyday Contexts

- buying a birthday gift
- deciding what movie to attend
- finding out if somebody likes you
- choosing colleges or careers or jobs
- making a banana split
- _________________________???
Worksheet 3-1—Information Problem-Solving in School, Life, and Work Contexts

<table>
<thead>
<tr>
<th>Information Problem-Solving Process</th>
<th>School Context</th>
<th>Life Context</th>
<th>Work Context</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task Definition</td>
<td></td>
<td></td>
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<tr>
<td>Information Seeking Strategies</td>
<td></td>
<td></td>
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<tr>
<td>Location &amp; Access</td>
<td></td>
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<tr>
<td>Use of Information</td>
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<tr>
<td>Synthesis</td>
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<tr>
<td>Evaluation</td>
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</tr>
</tbody>
</table>
3. Technology skills take on meaning within the IPS process.
Technology - Out of Context

- Word processing
- E-Mail
- Hyperstudio
- Instant Messaging
- Web browsing
- Web page design
- Statistical analysis presentation
- Online catalogs
- Database management systems
- Multimedia production (PowerPoint)
- Video production
- Electronic indexes
- Graphics
- Group discussion
- Use of operating systems
- Brainstorming software
- Telnet
- PDAs
- Algorithms
- Programming
- Electronic spreadsheets
- Spell/grammar check
- Upload/download
- Web searching
- Web page design
- Electronic indexes
- Graphics
- Brainstorming software
- ftp
- HTML
- Inspiration
- Chat
- CAD/CAM
- Copy/paste
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

<table>
<thead>
<tr>
<th>TASK DEFINITION</th>
<th>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</th>
</tr>
</thead>
<tbody>
<tr>
<td>INFO SEEKING STRATEGIES</td>
<td>Students identify and assess computerized resources as they develop information seeking strategies toward their problem.</td>
</tr>
<tr>
<td>LOCATION &amp; ACCESS</td>
<td>Students use online catalogs, searchable periodical indexes, electronic encyclopedias, Web search engines, and other online searching tools to locate useful information.</td>
</tr>
<tr>
<td>USE OF INFORMATION</td>
<td>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.</td>
</tr>
<tr>
<td>SYNTHESIS</td>
<td>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.</td>
</tr>
<tr>
<td>EVALUATION</td>
<td>Students evaluate the impact of the technology they used, including its effectiveness and efficiency</td>
</tr>
</tbody>
</table>
4. Using the Big6 is not always a linear, step-by-step process.
The Big6: Not Linear

Task Definition

Information Seeking Strategies

Location and Access

Information Use

Synthesis

Evaluation
The Big6: Non-Linear
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
The Big6™ Skills Necessary and Sufficient

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Themes

6. The Big6 appears simple, but is multi-layered and powerful.
“Everything should be made as simple as possible, but not one bit simpler.”

- Albert Einstein
# Information Literacy Models

## Comparison of Information Skills Process Models

<table>
<thead>
<tr>
<th>Eisenberg/Berkowitz</th>
<th>Kuhlthau</th>
<th>Irving</th>
<th>Pitts/Stripling</th>
<th>New South Wales</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information Problem-Solving (The Big6 Skills)</td>
<td>Information Seeking</td>
<td>Information Skills</td>
<td>Research Process</td>
<td>Information Process</td>
</tr>
</tbody>
</table>
| 1. Task Definition  
  1.1 Define the problem  
  1.2 Identify into requirements | 1. Initiation  
  2. Selection | 1. Formulation/analysis of information need | 1. Choose a broad topic | Defining |
| 2. Information Seeking Strategies  
  2.1 Determine range sources  
  2.2 Prioritize sources | 3. Exploration  
  (investig info on the general topic) | 2. Identification/appraisal of likely sources | 5. Formulate questions to guide research | Locating |
| 3. Location & Access  
  3.1 Locate sources  
  3.2 Find info | 4. Collection  
  (gather info on the focused topic) | 3. Tracing/locating indiv. resources | 6. Plan for research & production | Selecting |
| 4. Information Use  
  4.1 Engage (read, view, etc)  
  4.2 Extract info | 5. Interrogating/using indiv. resources | 4. Examining, selecting, & rejecting indiv resources | 7. Find, analyze, evaluate resources | Organising |
| 5. Synthesis  
  5.1 Organize  
  5.2 Present | 6. Presentation | 5. Interrogating/using indiv. resources | 8. Evaluate evidence take notes/compile bib | Presenting |
| 6. Evaluation  
  6.1 Judge the product  