



Solving Information Problems the Big6 Way

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Objectives of the workshop

- To provide educators:
 - with a basic understanding of Big6 information
 - with information about the Colorado Information Literacy and Reading Standards
 - the time to work collaboratively with peers to develop a strong, powerful plan to implement the Big6 program on your campus

What is Critical Thinking?

- Critical Thinking Activity:
 - Brainstorm at your table
 - What is critical thinking?
 - Write down words and phrases on chart paper
 - Spend 10 minutes on this activity
 - One person in each group will report out to everyone

Models for Developing Critical Thinking

- The Research Process – Big6
- The Scientific Method
- Essential Questions
- Bloom's Taxonomy
- Skyscraper Graphic Organizer



Information Literacy

and
Reading Standards

Information Literacy Standards

- Standard # 1 – Accesses information
- Standard # 2 – Evaluates information
- Standard # 3 – Uses information
- Standard # 4 – Pursues personal information
- Standard # 5 – Appreciates literature
- Standard # 6 – Strives for excellence
- Standard # 7 – Recognizes importance of information
- Standard # 8 – Practices ethical behavior
- Standard # 9 – Participates in groups

Content Reading Standards

Standard 1: Students read and understand a variety of materials.

- 1B – Summarize, synthesize, and evaluate information from a variety of text and genre;
- 1D – Drawing inferences using contextual clues.
- 1F – Locate and recall information in text with different structures;

Standard 5: Students read to locate, select, and make use of relevant information from a variety of media, reference, and technological sources.

- 5A – Use organizational features of printed text to locate information.
- 5B – Recognize organizational features of electronic information to locate information.
- 5C – Take notes, outline, and identify main ideas in resource materials.
- 5D – Sort information as it relates to a specific topic or purpose.
- 5E – Give credit for others' ideas, images, or information in an appropriate form.
- 5F – Locate meanings, pronunciations, and derivations of unfamiliar words by using dictionaries, glossaries, and other sources.



The Big6 Guide to Information Problem-Solving

1. Task Definition (What needs to be done?)
2. Information Seeking Strategies (What can I use to find what I need?)
3. Location and Access (Where can I find what I need?)
4. Use of Information (What information can I use?)
5. Synthesis (How can I put my information together?)
6. Evaluation (How will I know if I did my job well?)



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- 1. Task Definition (What needs to be done?)**
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- 4. Use of Information (What information can I use?)**
- 5. Synthesis (How can I put my information together?)**
- 6. Evaluation (How will I know if I did my job well?)**

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1. Task Definition (What needs to be done?)
 - 1.1 Define the task (the information problem)
 - 1.2 Identify information needed in order to complete the task (to solve the information problem)

2. Information Seeking Strategies (What can I use to find what I need?)
 - 2.1 Brainstorm all possible sources
 - 2.2 Evaluate the possible sources to determine priorities

3. Location and Access (Where can I find what I need?)
 - 3.1 Locate sources
 - 3.2 Find information within the sources



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4. Use of Information (What information can I use?)
 - 4.1 Engage (read, hear, view, touch) the information in a source
 - 4.2 Extract relevant information from a source

5. Synthesis (How can I put my information together?)
 - 5.1 Organize information from multiple sources
 - 5.2 Present the information

6. Evaluation (How will I know if I did my job well?)
 - 6.1 Judge the information problem-solving process (efficiency)
 - 6.2 Judge the product/result (effectiveness)

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The Super3 Guide to Information Problem-Solving

The Super3 contains the same basic elements as the Big6, but is written for younger students to understand.

1. Plan - (Beginning)
2. Do - (Middle)
3. Review - (End)



The Super3 Guide to Information Problem-Solving

1. Plan - (Beginning)

- Before the students do anything, they should think:
 - What am I suppose to do?
 - What will it look like if I do a really good job?
 - What do I need to find out to do the job?

- Big6 Steps:
 - Task Definition
 - Information Seeking Strategies



The Super3 Guide to Information Problem-Solving

2. Do - (Middle)

- The students DO the activity:
 - read, view, tell,
 - make a picture, etc.

- Big6 Steps:
 - Locate and Access
 - Use of Information
 - Synthesis



The Super3 Guide to Information Problem-Solving

3. Review - (End)

- Before finishing the product and turning it in, students should stop and think – Is this done?
 - Did I do what I was supposed to do?
 - Do I feel OK about this?
 - Should I do something else before I turn it in?

- Big6 Step:
 - Evaluation



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What's Next?

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- What's Next?
 - Implementation
 - Awareness and approval
 - Publicity
 - Professional Development
 - Instructional Strategies

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■ Awareness and approval

- What are your plans for introducing this to your administrators?
- What talking points will you present?
- What research will you provide?

- Read how Eisenberg and Berkowitz's Big6 Skills model compares to four other well known information skills process models.

<http://www.big6.com/showcategory.php?cid=11>



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- What about publicity?
 - Word Walls
 - Poster
 - Flyers
 - Newsletters
 - Big6 Forms
 - Lesson Plans
 - Presentations to PTA and the Community



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- Professional Development:
 - What are your plans for introducing this to the teachers and support staff?
 - What are your plans for collaborating with teachers using Big6?
 - What are your plans for informing the parents and community members



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- **Instruction:**
 - How will you introduce Big6 to the students?
 - What are your plans to collaborate with teachers using the Big6 model?
 - What curriculum and/or lesson will you use to introduce Big6?
 - What research project will you ask the students to do as an introduction to Big6?



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- **Group Work:**
 - Work in groups of 4
 - Use the “Action Plan” form to brainstorm and develop a plan
 - Use the “Action Plan” example to get ideas
 - Designate a reporter for reporting out



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- Reporting out:
 - Goal or objective
 - Presentation and Partnership
 - Publicity
 - Strategies
 - Evaluation



■ **THANK YOU!**

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