Solving Information Problems the Big6 Way

Presented by:
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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.
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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The Big6 Guide to Information Problem-Solving

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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 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)
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

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2. **Do - (Middle)**

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

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

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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.
  

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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
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

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THANK YOU!