

# **Big6™ Basics: Webinar Workbook**



**1<sup>st</sup> Edition**

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# Big6 Basics

## 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

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## The Super 3

*You are the main character in a story:*

Beginning - Plan



Middle - Do



End - Review

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## The Big6™ Skills

1. Task Definition

2. Info Seeking Strategies

3. Location & Access

4. Use of Information

5. Synthesis

6. Evaluation



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## The Big6™ Skills Model of Information Problem-Solving

### 1. Task Definition:

- 1.1 Define the information problem.
- 1.2 Identify 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, touch).
- 4.2 Extract relevant information.

### 5. Synthesis:

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

### 6. Evaluation:

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

# The Big6™ Skills Approach to Information Problem-Solving

**1** **task  
definition**

**2** **information  
seeking  
strategies**

**3** **location  
and access**

**4** **use of  
information**

**5** **synthesis**

**6** **evaluation**

## The Big6™ Skills

The Big6 is a process model of how people of all ages solve an information problem.

### 1. Task Definition

- 1.1 Define the information problem
- 1.2 Identify information needed to complete the task (to solve the information problem)
  - What's the task?
  - What types of information do I need?

### 2. Information Seeking Strategies

- 2.1 Determine the range of possible sources (brainstorm)
- 2.2 Evaluate the different possible sources to determine priorities (select the best sources)
  - What are possible sources?
  - Which are the best?

### 3. Location and Access

- 3.1 Locate sources (intellectually and physically)
- 3.2 Find information within sources
  - Where is each source?
  - Where is the information in each source?

### 4. Use of Information

- 4.1 Engage (e.g., read, hear, view, touch) the information in a source
- 4.2 Extract relevant information from a source
  - How can I best use each source?
  - What information in each source is useful?

### 5. Synthesis

- 5.1 Organize information from multiple sources
- 5.2 Present the information
  - How can I organize all the information?
  - How can I present the result?

### 6. Evaluation

- 6.1 Judge the product (effectiveness)
- 6.2 Judge the information problem-solving program (efficiency)
  - Is the task completed?
  - How can I do things better?

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## Information Problem-Solving in School, Life, and Work Contexts

Information Problem-Solving Process	1st Grade Language Arts-Maria's homework is to make an ABC book.	7th Grade Social Studies-Leon has to do a social studies report (three minute oral with visual aids) on recycling.	10th Grade Math-Joanne is working on probability homework problems. She missed two days of school this week.
Task Definition	<ul style="list-style-type: none"> <li>After the teacher explains the assignment, Maria decides that she will make an ABC book based on the topic of food. In talking with her mother, she realizes she will need to gather lots of foods (and spellings).</li> </ul>	<ul style="list-style-type: none"> <li>Leon decides to narrow the topic of recycling to investigate ways of recycling tires.</li> </ul>	<ul style="list-style-type: none"> <li>Joanne realizes that because she missed school, she doesn't really know how to do the problems assigned.</li> </ul>
Information Seeking Strategies	<ul style="list-style-type: none"> <li>Maria decides to ask her mother for help in getting information about foods. Together they realize that a cookbook might help and that maybe she can find one for kids in the library media center.</li> </ul>	<ul style="list-style-type: none"> <li>Leon talks to the school library media specialist about his idea. She suggests using CD-ROM magazine indexes and searching the World Wide Web as two good sources.</li> </ul>	<ul style="list-style-type: none"> <li>Joanne asks her older brother what she should do. He asks what the teacher relies on most-the textbook or class notes. Joanne says that the class notes are most important.</li> </ul>
Location & Access	<ul style="list-style-type: none"> <li>The library media specialist helps Maria to find a children's cookbook.</li> </ul>	<ul style="list-style-type: none"> <li>Leon searches using the Magazine.Articles Summaries CD-ROM and also searches the World Wide Web using Yahoo.</li> </ul>	<ul style="list-style-type: none"> <li>Joanne calls her friend Tonya and arranges to go over to her house to look over her notes.</li> </ul>
Use of Information	<ul style="list-style-type: none"> <li>Maria reads through the book to find the names of fruits, vegetables, and other foods. She writes each name on a card.</li> </ul>	<ul style="list-style-type: none"> <li>Leon reads the articles on the screen and is able to cut and paste directly into his word processor.</li> </ul>	<ul style="list-style-type: none"> <li>Tonya explains how the notes are organized and shows Joanne the pages that specifically relate to the homework. Joanne copies Tonya's notes.</li> </ul>
Synthesis	<ul style="list-style-type: none"> <li>Maria uses pictures from magazines, construction paper, and crayons to illustrate her book. She puts all the pages in alphabetical order and staples them together. Maria practices reading her ABC book to her mother.</li> </ul>	<ul style="list-style-type: none"> <li>He practices his presentation. He makes a few changes in order to be more specific about the benefits of recycling tires.</li> </ul>	<ul style="list-style-type: none"> <li>Joanne is able to do three of the problems but gets stuck on the other three. She writes a note on her homework that she needs additional help.</li> </ul>
Evaluation	<ul style="list-style-type: none"> <li>Maria decides that she likes her book but that coming up with an idea for the letter "X" was hard.</li> </ul>	<ul style="list-style-type: none"> <li>Leon reviews his draft and realizes he has plenty of specific information on recycling tires but needs to add more general information about recycling in the introduction.</li> </ul>	<ul style="list-style-type: none"> <li>Joanne realizes that she still needs direct information from her teacher and arranges to come in for extra help.</li> </ul>

# Developing Big6™ Understandings - Worksheet - 1

## Literal Level: Identify the Big6 Skill

In the space provided, indicate which of the Big6 Skills teachers are focusing on when they assign each of the following activities.

TD	=	Task Definition
ISS	=	Information Seeking Strategies
L&A	=	Location & Access
UI	=	Use of Information
S	=	Synthesis
E	=	Evaluation

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When a teacher requires students to:

- \_\_\_\_\_ 1. determine if sources are authoritative, accurate, and comprehensive.
- \_\_\_\_\_ 2. identify topics for independent study that meet individual learning needs and interests.
- \_\_\_\_\_ 3. relate literature and other creative expressions of information to personal experiences.
- \_\_\_\_\_ 4. use word processing/desktop publishing applications for assignments and projects.
- \_\_\_\_\_ 5. use a word processing program for research and expository, creative, descriptive, and reflective writing
- \_\_\_\_\_ 6. evaluate how the research question or problem, search strategy, resources, and interpretation could have been expanded or modified
- \_\_\_\_\_ 7. organize ideas, concepts, and issues using a graphic organizer
- \_\_\_\_\_ 8. critique the process and identify steps which need further study, skill development, or practice
- \_\_\_\_\_ 9. use data-gathering strategies that include summarizing, paraphrasing, comparing, and quoting
- \_\_\_\_\_ 10. apply search strategies to find and retrieve information via www

## Developing Big6™ Understandings - Worksheet - 2 Interpretive Level

**Curriculum Context:** A social studies class has been assigned a book report. Students are to read a biography and write a report.

<b>Big6™ Skills</b>	<b>Activities</b>
	<b>Students complete a self-assessment sheet and attach it to the final draft of their book report.</b>
	<b>While reading, students are required to take notes using a graphic organizer</b>
	<b>Students go to the library to select a book to read for their assignment.</b>
	<b>Students are told that the library media specialist has reserved books that are appropriate for the assignment.</b>
	<b>Students read the assignment requirements and ask questions to clarify the teacher's expectations.</b>
	<b>Students use word processing software to write their book report.</b>

## Developing Big6™ Understandings - Worksheet - 3

### Interpretive Level

**Curriculum Context:** Students are preparing science projects. Each student is required to design, run and report on a simple experiment. Students are given no other directions.

<b>Big6™ Skills</b>	<b>Activities</b>
	Mark uses a data table to record their findings.
	Mark finds a book titled "101 Fun Experiments - Physics Experiments with Everyday Objects" in the library and asks his teacher for help to decide which experiment to run.
	Mark uses a word processing program to write his final lab report.
	Mark is confused about the assignment and asks his teacher for a list of requirements.
	Mark uses the library OPAC to check on books that have easy-to-do science experiments.
	Mark compares the time he spent on the assignment with the Time Management - Gant Chart he prepared before he began.



## Developing Big6™ Understandings - Worksheet - 4 Interpretive Level

**Curriculum Context:** Students in an elementary school are studying about neighborhoods. The teacher wants to integrate graphing and charting skills into students' projects.

Big6™ Skills	Activities
	Students walk around their neighborhood and draw examples of different types of houses they see.
	Students categorize houses into three types: colonial, ranch and other. They then create a graph to show how many houses of each kind are in their neighborhood.
	Students discuss the different kinds of graphs they recreated and how graphs help describe numerical values.
	Students write a sentence or two on an index card to describe the requirements of the assignment in their own words.
	Students decide that they would rather walk than ride a bus around their neighborhood to survey nearby houses.
	Students walk in groups of three around the neighborhood in order to collect information for their graphs.

## Developing Big6™ Understandings - Worksheet - 5 Applied Level

Describe an activity that relates to each of the Big6™ Skills for the following Curriculum Context.

**Curriculum Context:** In an Art class the teacher has students researching various artists and how they were influenced by history. Students are required to write a formal term paper.

Big6™ Skills	Activities
<b>1. Task Definition</b> 1.1 Define the problem 1.2 Identify information needed	
<b>2. Information Seeking Strategies</b> 2.1 Determine possible sources 2.2 Select the best sources	
<b>3. Location and Access</b> 3.1 Locate sources 3.2 Find information within sources	
<b>4. Use of Information</b> 4.1 Engage (e.g., read, hear, view) 4.2 Extract relevant information	
<b>5. Synthesis</b> 5.1 Organize information from multiple sources 5.2 Present the information	
<b>6. Evaluation</b> 6.1 Judge the product (effectiveness) 6.2 Judge the problem-solving process (efficiency)	

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## The Big6

### 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.

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### Summary - The Big6

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

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## The Big6

### 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

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### Curriculum Context Looking for “Big Juicies”

Important curriculum units:

- have a longer duration
- reach many students
- involve a report, project, or product
- use multiple resources
- involve a range of teaching methods

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# Think Sheet