Big6™ Basics Webinar
Big6™ Basics Webinar Agenda:

1. Introduction – setting the scene
2. The Big6
3. Exercises
4. Big6 in Context
5. Summary and Conclusion
All Big6 resources available from:
Linworth 800-786-5017
linworth@linworthpublishing.com
Ground Rules

1. First time for all of us – patience, please!
2. One-way audio and graphics; group chat.
3. Content questions – post in Q&A section. Will pause every 10 minutes for questions.
4. Technical questions: please call
   • (866) 229-3239
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
Fall 2001

- Problem Solving
- Information Use
- Speaking
- Independent Work
- Technology
- Group Work
- Writing
- Reading

Complied from annual surveys by UW Office of Educational Assessment,
www.washington.edu/oea/reports/student_alumni_surveys.html
The Big6™ Skills

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

© Eisenberg & Berkowitz, 1987
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Two questions to consider...

What are the skills students need to be successful in your classroom?

What are the most important skills students need to be successful in the 21st Century?
Basic Themes:

– The Big6 Skills Approach is a general approach to information problem-solving that can be applied to any information problem-solving situation.
– The Big6 Skills Approach is ideal for integrating information and technology skills into all curriculum areas.
Basic Themes: continued

– The Big6 Skills Approach is an information problem-solving process.
– The Big6 Skills Approach operates on both general and specific levels.
– The Big6 Skills Approach is a critical thinking skills hierarchy.
Basic Themes: continued

- The Big6 Skills Approach is not a linear, step-by-step process.
- The Big6 Skills Approach is transferable.
- The Big6 Skills Approach does not require all students to do things exactly the same way.
Stage 1

1 Task Definition

1.1 Define the information problem
1.2 Identify information needed
Here are some things students can do to complete Task Definition 1.1 successfully:

• Look up words you don’t understand in the dictionary.
• Rewrite the task in your own words, and confirm that you are correct with your teacher.
• Ask another student who is also working on the assignment for help.
• Write a question about what you don’t understand.
• Pick out the key words in the assignment.
Some key words often found in tasks, assignments and questions are:

- **Analyze** = Divide the topic into parts. Tell how each part is related to the topic. Also, tell how each part is related to the part that comes before and the part that comes after.
- **Assess** = Rate or evaluate something.
- **Compare** = Tell how things are the same and different.
- **Contrast** = Tell how things are different.
- **Define** = Explain what it means.
- **Describe** = Tell using details.
- **Discuss** = Determine what the different sides are and tell about them. Discuss is similar to describe.
- **Explain** = Clearly tell the details about something, or the reason or causes for something.
- **Relate** = Tell how things are connected, what they have in common.
- **Summarize** = Present your information in as few words as possible, and in your own words.
Here are some things students can do to complete Task Definition 1.2 successfully:

- Don’t begin to work on your assignment until you have a clear understanding of what you are supposed to do.
- Ask your teacher or a friend to help clarify the kind of information you need.
- Identify what you know and what you need to know.
- Think about and decide on the appropriate technology needed to complete the task.
- Identify and record key words for searching.
2 Information Seeking Strategies

2.1 Determine all possible sources
2.2 Select the best sources
Here are some things students can do to complete Information Seeking Strategies 2.1 successfully:

- Ask your library media specialist for help.
- Brainstorm a list of potential sources.
- Talk with your school librarian about the subscription databases available in the library.
- Learn the differences between primary and secondary sources.
- Consult a chart of potential sources:
Here are some things you can do to complete Information Seeking Strategies 2.2 successfully:

- Prioritize your list of brainstormed sources using criteria such as:
  - Availability
  - Format
  - Points of View
  - Readability
  - Accuracy
  - Bias
  - Ease of Use
  - Length
  - Authority
  - Prejudice

- Remember that information can be gathered from many sources, including investigation, observation and people.

- Carefully examine the source to determine if it is likely to provide quality information to meet your task.
Stage 3

3 Location and Access

3.1 Locate sources
   (intellectually & physically)

3.2 Find information within sources
Here are some things students can do to complete Access & Location 3.1 successfully:

- Ask your school librarian for help.
- Use the OPAC (online public access catalog)
- Use search engine strategies to find online information.
- Be sure to use appropriate Internet search strategies such as phrase, Boolean, keyword, and truncation.
- Go to the public library.
- Contact experts.
Here are some things students can do to complete Location & Access 3.2 successfully:

- Look for typographical aids or signals such as bold headings for each section in a chapter, key words or boldface or italic type, information in the margins.
- There may be special sections in the book such as table of contents, glossary, series of maps, tables or charts, index, appendices, or illustrations.
- Keywords from the assignment may give clues to search for in the index or table of contents.
4 Use of Information

4.1 Engage
   (ex. read, hear, view, touch)

4.2 Extract relevant information
Here are some things students can do to complete Use of Information 4.1 successfully:

- Skim or scan the information.
- Read, view, and or listen carefully to acquire information.
- Distinguish between facts and opinions.
Here are some things students can do to complete Use of Information 4.2 successfully:

- Highlight or underline the main-idea sentences or phrases, thesis statement, supporting evidence and key words.
- Take accurate and complete notes.
- When taking notes, be sure to always note the page number of the source of the information.
- Use exact quotations, or summarize the author's ideas.
- Copy and paste text and graphics into word processing and other documents.
5 Synthesis

5.1 Organize from multiple sources
5.2 Present the information
Here are some things students can do to complete Synthesis 5.1 successfully:

• Read your notes and rewrite them in your own words.
• Be sure to always note the page number or other way to find the information in your source.
• Be sure to note direct quotes from the source by using quotation marks.
• Think about the best way to present your information to finish the assignment.
• Think about how you would want the information given to you.
• Edit/revise/rehearse products so that they clearly communicate information and new knowledge.
6 Evaluation

6.1 Judge the product (effectiveness)
6.2 Judge the process (efficiency)
Here are some things students can do to complete Evaluation 6.1 successfully:

- Make sure your work is complete and that you answered/did all parts of the task.
- Ask someone who has done well on similar tasks to review your project/product.
- Create a preview version for comments before the deadline.
Here are some things students can do to complete Evaluation 6.2 successfully:

- Consider how well you managed your time.
- Break down larger steps into smaller ones.
- Reflect on how the Big6 approach was used in the research process.
- Think about which of the Big6 Skills you were good at and with which you needed help.
- Decide on which part of the assignment was easiest and which was most difficult.
- Determine when it is best to ask for help.
Three minute pause:

- Summarize key points.
- Add your own thoughts.
- Pose clarifying questions.
Overview: The Big6 Approach

- A Six Stage Process
- Plan - Do - Review
Planning Stages

• Task Definition
  – What is the “Big question” you must answer?
  – What info do you need to complete task

• Information Seeking Strategy
  – What are possible sources of info
  – Which sources are best
Doing Stages

• Location and Access
  – Where are the resources located?
  – How do I access information in the resources

• Use of Information
  – Engage the information
  – Extract the information

• Synthesis
  – Organize the ideas & information
  – Present
Reviewing Stage

• Evaluation
  – Product
  – Process
The Big6 Stage-by-Stage

- Task Definition
- Information Seeking Strategies
- Location and Access
- Use of Information
- Synthesis
- Evaluation
It’s about Process

Task Definition
What is the problem to be solved or decision to be made?

Information Seeking Strategies
What are the best possible sources of information?

Location and Access
Where are these sources and the information in each source?

Use of Information
What information does the source provide?

Synthesis
How should I organize and present my product?

Evaluation
Was the problem solved or decision made?
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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

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.

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

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

<table>
<thead>
<tr>
<th>Big6™ Skills</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students walk around their neighborhood and draw examples of different types of houses they see.</td>
<td></td>
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<tr>
<td>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.</td>
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<tr>
<td>Students discuss the different kinds of graphs they recreated and how graphs help describe numerical values.</td>
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<tr>
<td>Students write a sentence or two on an index card to describe the requirements of the assignment in their own words.</td>
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<tr>
<td>Students decide that they would rather walk than ride a bus around their neighborhood to survey nearby houses.</td>
<td></td>
</tr>
<tr>
<td>Students walk in groups of three around the neighborhood in order to collect information for their graphs.</td>
<td></td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Big6™ Skills</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Task Definition</td>
<td></td>
</tr>
<tr>
<td>1.1 Define the problem</td>
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<tr>
<td>1.2 Identify information needed</td>
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<tr>
<td>2. Information Seeking Strategies</td>
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<tr>
<td>2.1 Determine possible sources</td>
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<tr>
<td>2.2 Select the best sources</td>
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<tr>
<td>3. Location and Access</td>
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<tr>
<td>3.1 Locate sources</td>
<td></td>
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<tr>
<td>3.2 Find information within</td>
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<tr>
<td>4. Use of Information</td>
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<td>4.1 Engage (e.g., read, hear,</td>
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<tr>
<td>view)</td>
<td></td>
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<tr>
<td>4.2 Extract relevant information</td>
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<tr>
<td>5. Synthesis</td>
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<tr>
<td>5.1 Organize information from</td>
<td></td>
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<tr>
<td>multiple sources</td>
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<td>5.2 Present the information</td>
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<td>6. Evaluation</td>
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<tr>
<td>6.1 Judge the product (effectiveness)</td>
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<td>6.2 Judge the problem- solving</td>
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<tr>
<td>process (efficiency)</td>
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</table>
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Learning does not happen by chance... it has to be carefully thought out and planned.
The Big6 Approach

Process   Learning   Content

The Big6 Curriculum
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
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
## Big6 Skills by Unit Matrix

<table>
<thead>
<tr>
<th>GR</th>
<th>Tchr</th>
<th>Unit</th>
<th>Subject</th>
<th>Assignment</th>
<th>M_Per</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>Tech/Standards/Notes</th>
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<td>00-00</td>
<td>LIE</td>
<td>Colors</td>
<td>LA</td>
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<td>introduce the Super3 and overall process</td>
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<td>REB</td>
<td>ABC book</td>
<td>LA</td>
<td>product</td>
<td>x2xx</td>
<td>X</td>
<td>X</td>
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<td>emphasize TD and Synthesis</td>
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<td>01-01</td>
<td>MAB</td>
<td>Whole/Parts</td>
<td>Math</td>
<td>worksheet</td>
<td>x2xx</td>
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<td>RDY</td>
<td>Community</td>
<td>SS</td>
<td>project</td>
<td>x2xx</td>
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<td>Brainstorm and narrow - hit hard!</td>
</tr>
<tr>
<td>03-03</td>
<td>RDY</td>
<td>Planets</td>
<td>Sci</td>
<td>project</td>
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<td>X</td>
<td>X</td>
<td>X</td>
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<td>fun project, could use more time</td>
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<tr>
<td>03-04</td>
<td>CAL</td>
<td>Simple Machines</td>
<td>Sci</td>
<td>products</td>
<td>1xxx</td>
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## Sample Skills by Unit Matrix: Mr. Hancock p. 163

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Big6™ Basics Webinar

Agenda:

1. Introduction – setting the scene
2. The Big6
3. Exercises
4. Big6 in Context
5. Summary and Conclusion
Why Big6?

• Matches State Standards & District learning goals and objectives
• Provides consistent Information & Technology Skills instruction K-12
• Focus on process as well as content
• The information problem-solving process: INFORMATION LITERACY
Big6 makes a difference!

- promotes quality learning experiences.
- promotes knowledge use, creation and production.
- promotes guided inquiry.
- incorporates HOTS - higher order thinking skills.
- helps students build knowledge.
- moves students beyond access & location to construction and assessment.
- keeps students engaged with ideas.
- gives students life-long learning intellectual tools.
- teaches students to be good researchers.
- helps students manage information.
Summary - The Big6

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

Think Big(6)!
All Big6 resources available from:
Linworth 800-786-5017
linworth@linworthpublishing.com

www.big6.org

www.big6.org
Thanks for participating in this Big6™ Webinar

Mike & Bob