

1 *task
definition*



2 *information
seeking
strategies*

3 *location
and access*

4 *use of
information*

5 *synthesis*

6 *evaluation*

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

1 task
definition

2 information
seeking
strategies

3 location
and access

4 use of
information

5 synthesis

6 evaluation

1 task
definition



www.big6.org



2 information
seeking
strategies

3 location
and access

4 use of
information

5 synthesis

6 evaluation

The
Big6



All Big6 resources available from:

Linworth 800-786-5017

linworth@linworthpublishing.com

1 task
definition



Ground Rules



2 information
seeking
strategies

3 location
and access

4 use of
information

5 synthesis

6 evaluation

- 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**

1 task
definition



Why this is important...



2 information
seeking
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3 location
and access

4 use of
information

5 synthesis

6 evaluation



1 task
definition



Information Literacy

The new
“basics” of the
21st century

2 information
seeking
strategies

3 location
and access

4 use of
information

5 synthesis

6 evaluation

1 task
definition



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

2 information
seeking
strategies

3 location
and access

4 use of
information

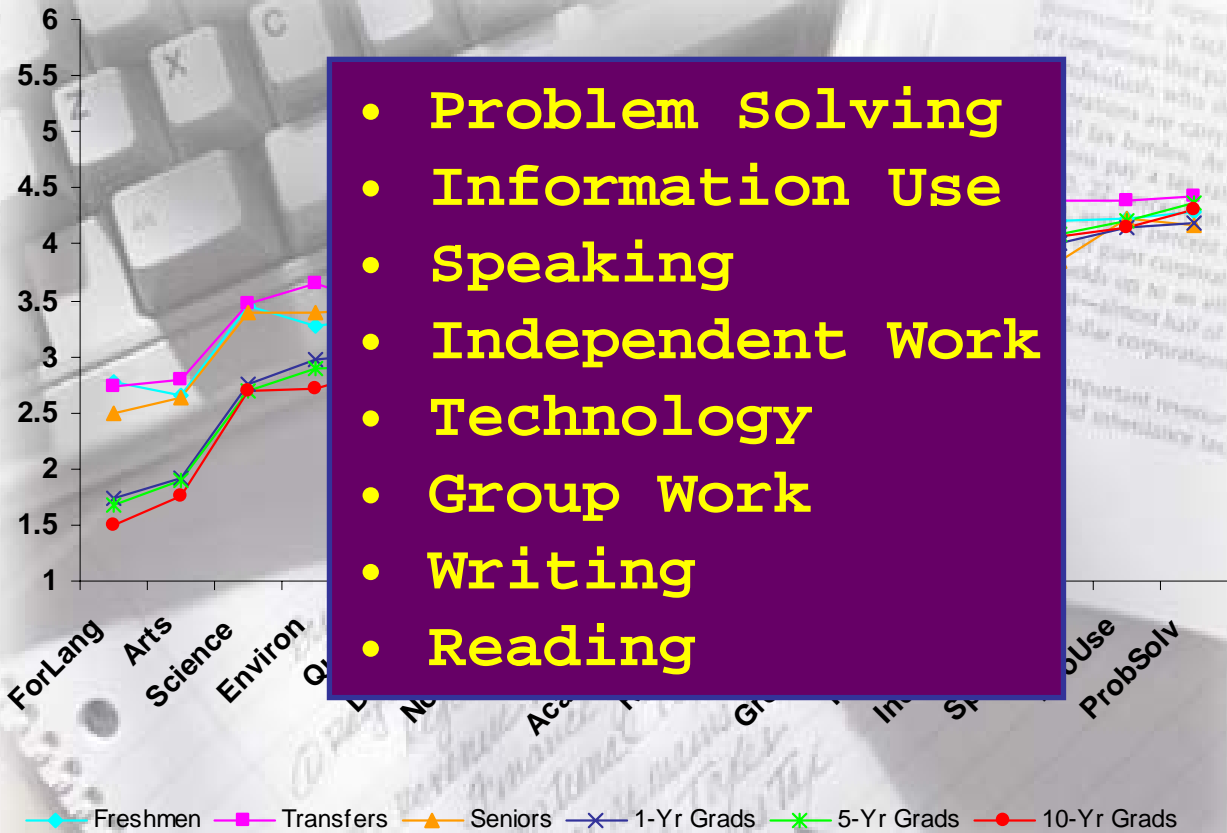
5 synthesis

6 evaluation



Survey of Valued Skills

Fall 2001



Compiled from annual surveys by UW Office of Educational Assessment,
www.washington.edu/oea/reports/student_alumni_surveys.html

1 task
definition



The Big6™ Skills

1. Task Definition

2. Info Seeking Strategies

3. Location & Access

4. Use of Information

5. Synthesis

6. Evaluation



2 information
seeking
strategies

3 location
and access

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information

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6 evaluation

1 task
definition



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The Big6™ Skills Model of Information Problem-Solving



2 information
seeking
strategies

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).

3 location
and access

4 use of
information

5 synthesis

6 evaluation

1 task
definition



Big6™ Basics Webinar

Agenda:

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5 synthesis

6 evaluation

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

1 task
definition



2 information
seeking
strategies

3 location
and access

4 use of
information

5 synthesis

6 evaluation

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?

1 task
definition



The Big6™ Skills



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.

2 information
seeking
strategies

3 location
and access

4 use of
information

5 synthesis

6 evaluation



The Big6™ Skills

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.

1 task
definition

2 information
seeking
strategies

3 location
and access

4 use of
information

5 synthesis

6 evaluation

1 task
definition



The Big6™ Skills

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.

2 information
seeking
strategies

3 location
and access

4 use of
information

5 synthesis

6 evaluation

1 task definition



Stage 1



2 information seeking strategies

3 location and access

4 use of information

5 synthesis

6 evaluation

1 Task Definition

- 1.1 Define the information problem
- 1.2 Identify information needed

1 task
definition



Here are some things students can do to complete Task Definition 1.1 successfully:



2 information
seeking
strategies

3 location
and access

4 use of
information

5 synthesis

6 evaluation

- 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.

1 task
definition



Some key words often found in tasks, assignments and questions are:



2 information
seeking
strategies

- 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.

3 location
and access

- Assess = Rate or evaluate something.
- Compare = Tell how things are the same and different.
- Contrast = Tell how things are different.

4 use of
information

- 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.

5 synthesis

- Explain = Clearly tell the details about something, or the reason or causes for something.

6 evaluation

- 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.

1 task
definition



Here are some things students can do to complete Task Definition 1.2 successfully:



2 information
seeking
strategies

3 location
and access

4 use of
information

5 synthesis

6 evaluation

- 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.

1 task
definition



Stage 2



2 information
seeking
strategies

2 Information Seeking Strategies

- 2.1 Determine all possible sources
- 2.2 Select the best sources

3 location
and access

4 use of
information

5 synthesis

6 evaluation

1 task
definition



Here are some things students can do to complete Information Seeking Strategies 2.1 successfully:



2 information
seeking
strategies

3 location
and access

4 use of
information

5 synthesis

6 evaluation

- 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:

1 task
definition



Here are some things you can do to complete
Information Seeking Strategies 2.2 successfully:



2 information
seeking
strategies

- Prioritize your list of brainstormed sources using criteria such as:

- Availability Format Points of View
- Readability Accuracy Bias Ease of Use
- Length Authority Prejudice

4 use of
information

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

5 synthesis

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

6 evaluation

1 task
definition



Stage 3



3 Location and Access

3.1 Locate sources

(intellectually & physically)

3.2 Find information within sources

2 information
seeking
strategies

3 location
and access

4 use of
information

5 synthesis

6 evaluation

1 task
definition



Here are some things students can do to complete
Access & Location 3.1 successfully:



2 information
seeking
strategies

3 location
and access

4 use of
information

5 synthesis

6 evaluation

- 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.

1 task
definition



Here are some things students can do to complete
Location & Access 3.2 successfully:



2 information
seeking
strategies

3 location
and access

4 use of
information

5 synthesis

6 evaluation

- 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 maybe 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.

1 task
definition



Stage 4



4 Use of Information

4.1 Engage

(ex. read, hear, view, touch)

4.2 Extract relevant information

3 location
and access

4 use of
information

5 synthesis

6 evaluation

1 task
definition



Here are some things students can do to complete
Use of Information 4.1 successfully:



2 information
seeking
strategies

3 location
and access

4 use of
information

5 synthesis

6 evaluation

- Skim or scan the information.
- Read, view, and or listen carefully to acquire information.
- Distinguish between facts and opinions.

1 task
definition



Here are some things students can do to complete
Use of Information 4.2 successfully:



2 information
seeking
strategies

- 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.

3 location
and access

4 use of
information

5 synthesis

6 evaluation

1 task
definition



Stage 5



2 information
seeking
strategies

3 location
and access

4 use of
information

5 synthesis

6 evaluation

5 Synthesis

5.1 Organize from multiple sources

5.2 Present the information

1 task
definition



Here are some things students can do to complete Synthesis 5.1 successfully:



2 information
seeking
strategies

3 location
and access

4 use of
information

5 synthesis

6 evaluation

- 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.

1 task
definition



Stage 6



2 information
seeking
strategies

3 location
and access

4 use of
information

5 synthesis

6 evaluation

6 Evaluation

6.1 Judge the product
(effectiveness)

6.2 Judge the process
(efficiency)

1 task
definition



Here are some things students can do to complete Evaluation 6.1 successfully:



2 information
seeking
strategies

3 location
and access

4 use of
information

5 synthesis

6 evaluation

- 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.

1 task
definition



Here are some things students can do to complete Evaluation 6.2 successfully:



2 information
seeking
strategies

3 location
and access

4 use of
information

5 synthesis

6 evaluation

- 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.

1 task
definition



Three minute pause:



- Summarize key points.
- Add your own thoughts.
- Pose clarifying questions.

2 information
seeking
strategies

3 location
and access

4 use of
information

5 synthesis

6 evaluation

1 task
definition



Overview: The Big6 Approach

- A Six Stage Process
- Plan - Do - Review

2 information
seeking
strategies

3 location
and access

4 use of
information

5 synthesis

6 evaluation

1 task
definition



Planning Stages

2 information
seeking
strategies

3 location
and access

4 use of
information

5 synthesis

6 evaluation

- 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



1 task
definition



Doing Stages

2 information
seeking
strategies

3 location
and access

4 use of
information

5 synthesis

6 evaluation

- 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



1 *task
definition*



Reviewing Stage



2 *information
seeking
strategies*

3 *location
and access*

4 *use of
information*

5 *synthesis*

6 *evaluation*

- Evaluation
 - Product
 - Process



1 task
definition



The Big6 Stage-by- Stage



- Task Definition
- Information Seeking Strategies
- Location and Access
- Use of Information
- Synthesis
- Evaluation

2 information
seeking
strategies

3 location
and access

4 use of
information

5 synthesis

6 evaluation



It's about Process

1 task
definition

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?

2 information
seeking
strategies

3 location
and access

4 use of
information

5 synthesis

6 evaluation

1 task
definition



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2 information
seeking
strategies

3 location
and access

4 use of
information

5 synthesis

6 evaluation

1 task
definition



Developing Big6™ Understandings - Worksheet - 1



2 information
seeking
strategies

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

p. 6

3 location
and access

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

4 use of
information

5 synthesis

6 evaluation

1 task
definition



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.

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

p. 7

2 information
seeking
strategies

3 location
and access

4 use of
information

5 synthesis

6 evaluation

1 task
definition



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.

Big6™ Skills	Activities
	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.

p. 8

2 information
seeking
strategies

3 location
and access

4 use of
information

5 synthesis

6 evaluation

1 task
definition



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.

p. 9

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.

2 information
seeking
strategies

3 location
and access

4 use of
information

5 synthesis

6 evaluation

1 task
definition



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.

p. 10

Big6™ Skills	Activities
1. Task Definition 1.1 Define the problem 1.2 Identify information needed	
2. Information Seeking Strategies 2.1 Determine 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) 4.2 Extract relevant information	
5. Synthesis 5.1 Organize information from multiple sources 5.2 Present the information	
6. Evaluation 6.1 Judge the product (effectiveness) 6.2 Judge the problem-solving process (efficiency)	

2 information
seeking
strategies

3 location
and access

4 use of
information

5 synthesis

6 evaluation

1 task
definition



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5 synthesis

6 evaluation

1 task
definition



2 information
seeking
strategies

3 location
and access

4 use of
information

5 synthesis

6 evaluation

Learning does not happen by chance... it has to be carefully thought out and planned.

1 task
definition



The Big6 Approach

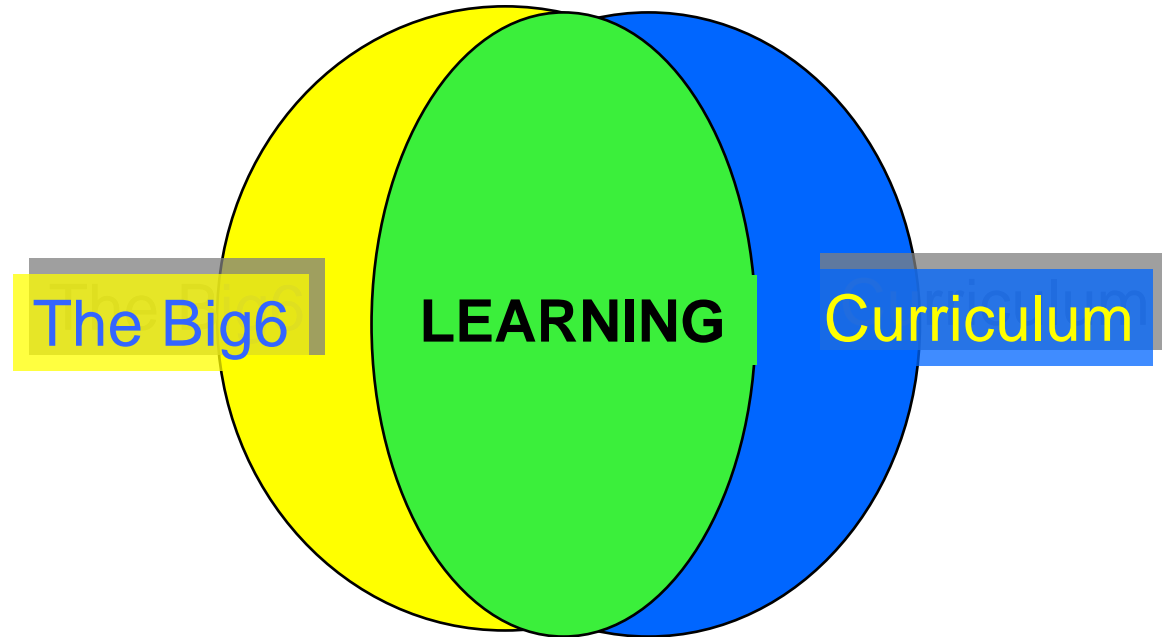
2 information
seeking
strategies

3 location
and access

4 use of
information

5 synthesis

6 evaluation



Process Learning Content

1 task
definition



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

2 information
seeking
strategies

3 location
and access

4 use of
information

5 synthesis

6 evaluation

1 task
definition



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

2 information
seeking
strategies

3 location
and access

4 use of
information

5 synthesis

6 evaluation

Elementary p. 160

Elementary School Example						The Big6						
Skills by Unit Matrix						Task Definition Information Seeking Strategies Location & Access Use of Information Synthesis Evaluation						
						1	2	3	4	5	6	Comments
GR	Tchr	Unit	Subject	Assignment	M_Per							
00-00	LIE	Colors	LA	worksheet	1234	X	x	x	X	X	X	introduce the Super3 and overall process
01-01	REB	ABC book	LA	product	x2xx	X	x	x		X		emphasize TD and Synthesis
01-01	MAB	Whole/Parts	Math	worksheet	x2xx				X		X	use of worksheets
03-03	RDY	Community	SS	project	x2xx	X	X	x	x		x	Brainstorm and narrow - hit hard!
03-03	RDY	Planets	Sci	project	xx3x		X	X	x	X		fun project, could use more time
03-04	CAL	Simple Machines	Sci	products	1xxx	X				X		different products
03-04	CAL	Graphs	Math	product	xxx4				X	X		presentation in different formats
06-06	SEW	Current Events	SS	report	1234	X	X	X	X	X	X	all year long - can hit all Big6
06-06	SEW	Native Americans - Iroquois	SS	test	x2xx				X	X	X	emphasizes the output side of the process

Middle p. 161

GR	Tchr	Unit	Subject	Assignment	QTR	1	2	3	4	5	6	Comments
06-06	SEW	Current Events	SS	report	1234	X	X	X	X	X	X	All year long - can hit all Big6
06-06	ARB	Poetry	English	short written assignment	xxx4				X	X	X	#4 - reading powems; #5/6 - writing good poetry
07-07	SLJ	Graphs	Math	product	x2xx				X	X		Types of graphs and spreadsheet software.
07-07	TCH	Recycling	SS	product	x23x	X	X	X	-	X	-	lots of technology
08-08	HJW	Map Skills	SS	worksheet	1xxx		X		X			use of maps
08-08	TMJ	Noise	Sci	written report	x2xx	x	X	X		X	x	build on gr 7, technology
07-08	CER	Diet and Nutrition	Health	posters	1x3x	X	X	-	-	X	x	Health reaches all stduents; repeats two times a year.
07-08	CER	Tobacco and Smoking	Health	test	1x3x	X			X	X	X	Cooperative teacher, test-taking strategies & the Big6.

Secondary p. 162

GR	Tchr	Unit	Subject	Assignment	M_Per	1	2	3	4	5	6
07-07	TCH	Recycling	SS	product	x23x	X	X	X	x	X	x
08-08	HJW	Map Skills	SS	worksheet	1xxx		x		X		
08-08	TMJ	Noise	Sci	written report	x2xx	x	X	X		X	x
09-12	CER	Diet & Nutrition	Health	posters	1x3x	X	X	x	x	X	x
09-12	CER	Tobacco & Smoking	Health	test	1x3x	X			X	X	X
09-12	CER	Drugs	Health	product	x2x4	X	x	x	x	x	X
11-12	CJC	Catcher in the Rye	LA	report	xx3x		X	X			
11-12	BDE	Supply & Demand	SS	obs/swa	xx3x	X	X	X			

Sample Skills by Unit Matrix: Mr. Hancock p. 163

Unit	Subject	Assignment	M_Per	Pers	The Big6					
					1	2	3	4	5	6
Spelling	Language Arts	Test	1234	40				X	x	
State History	Social Studies	Written Report	12xx	30	X	X	X	X	X	X
Geography	Social Studies	Maps, Product	1x3x	20	X				X	
Listening Skills	Language Arts	Test	1xxx	10	X			X		
Personal Hygiene	Health	Ads, Product	1xxx	15	X	x			x	X
Letter Writing	Language Arts	Product	1xxx	15	X				X	X
Food Groups	Health	Product (chart, posters, ads)	x2xx	15	X	X	X	X		
Multiplication Tables-10s	Math	Test	x2xx	20				x		
Structure of Plants	Science	Experiment, Test	xx34	20					X	
Rocks and Minerals	Science	Worksheet, Test	xx3x	20		X	X			
Metric Measurements	Math	Test	xx3x	20		X	X			
Deserts/Life, Weather	Social Studies/Science	Written and Oral Report	xx3x	30	X	X	X			
Mixed Numbers	Math	Worksheet	xx3x	20						X

Social Studies Department p. 164

GR	Tchr	Unit	Subject	Assignment	M_Per	The Big6					
						1	2	3	4	5	6
9	Sullivan	Latin America	Social Studies	Test	1xxx	X	x	x	x	X	X
9	Sullivan	Northern Africa	Social Studies	Test, Report	x2xx		X	X	X		x
9	Sullivan	India	Social Studies	Maps, Product	xx3x					X	
10	Ryan	WW I	Social Studies	Test	1xxx	X				X	
10	Ryan	Between the Wars	Social Studies	Test, Short Written Assignment	12xx					X	
10	Ryan	WW II	Social Studies	Project, Test	x2xx		X	X	x	x	
10	Ryan	Cold War	Social Studies	Test	xx3x						X
10	Ryan	Vietnam	Social Studies	Oral Report	xx34		x	x	X	X	x
11	Rossini	Colonization of Western Hem.	Social Studies	Test	1xxx	X			X		
11	Rossini	Civil War	Social Studies	Report, Project	xx3x		X	X	X		
11	Jackson	Constitution	Social Studies	Written and Oral Report	x2xx					X	X
11	Jackson	Civil War	Social Studies	Test	xx3x	X					
12	Petruso	Street Law	Social Studies	Project	xxx4		X			X	
12	Valesky	Stock Market	Social Studies	Project	1234	X	X	X	x	x	X

1 task
definition



Big6™ Basics Webinar

Agenda:

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

2 information
seeking
strategies

3 location
and access

4 use of
information

5 synthesis

6 evaluation

1 task
definition



Why Big6?

2 information
seeking
strategies

3 location
and access

4 use of
information

5 synthesis

6 evaluation

- 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

1 task
definition



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.

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1 task
definition



Summary - The Big6



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

1 task
definition



The Conclusion



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**Think
Big(6)!**



1 task
definition



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The
Big6



All Big6 resources available from:

Linworth 800-786-5017

linworth@linworthpublishing.com

1 task
definition

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Thanks for
participating in this
Big6™ Webinar

Mike & Bob