Big6™ - Information Skills
For Student Achievement

Encounters and Exchanges in US History
A Teaching American History Grant Program
Discuss...

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

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

The same set of skills!
Information Literacy

The new \textit{basic skills} of the 21st century.
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 Information Literacy
Successfully preparing all students for their future.

• Participating District’s Information Literacy Curriculum

• Massachusetts Curriculum Frameworks
Massachusetts Curriculum Frameworks

Insert appropriate frameworks...
Information Power

The mission of the library-media program is to ensure that students and staff are effective users of ideas and information.

American Association of School Librarians, 1989
Big6™

A response to these needs...

- An information problem-solving process model
- A transferable process within which skills may be developed
Big6 Orientation: an overview

- What is Big6?
- Why Big6?
- Big6 Stage-by-Stage
- Big6 Resources
What is Big6?

- Information problem-solving process model
- Instructional model that integrates
  - Critical thinking skills
  - Research skills
  - Technology skills
Why Big6?

- Massachusetts Curriculum Frameworks learning goals and objectives
- Provides consistent Information Literacy Skills instruction K-12
- World’s most widely used Information Literacy Curriculum
- Extensive support materials
- Local Big6 teams
The Big6

- Focus on process as well as content
- The information problem-solving process:

INFORMATION LITERACY
Themes of the Big6

1. The Big6 process can be applied in all subjects, with students of all ages, and across all grade levels.
Themes of the Big6

2. The Big6 is an adaptable and flexible; it can be applied to any information problem-solving or decision-making situation.
Themes of the Big6

3. Technology skills are easily integrated into the Big6 framework.
Success Strategies:

4. The Big6 Skills is an ideal curriculum for integrating information literacy instruction with all subject area curricula at all grade levels.
Themes of the Big6

5. The Big6 reflects higher order thinking skills as an information problem-solving process
Themes of the Big6

6. The Big6 process can be use to complete tasks in academic, personal, and world of work environments.
Overview: The Big6 Approach

- A Six Stage Process
- Planning, Doing, Reflecting
Big6 Skills Approach: Level 1

Whenever students have an information based problem to solve or decision to make, they can use the Big6.
The Big6: Stage x Stage

- Task Definition
- Information Seeking Strategies
- Location and Access
- Use of Information
- Synthesis
- Evaluation
“Planning” Stages

- **Task Definition**
  - What is the task to be completed or the “Big question” you must answer?
    - What information do you need to complete task?
- **Information Seeking Strategy**
  - What are possible sources of information?
  - Which sources are best?
“Doing” Stages

- Location and Access
  - Where are the resources located?
  - Use “info tools” to find the resources.

- Use of Information
  - Engage the information.
  - Extract the information you need.

- Synthesis
  - Organize the information
  - Present / Share
“Reflection” Stage

- Evaluation
  - Product
  - Process
Super 3

- Plan (Beginning)
- Do (Middle)
- Review (End)
Super3
Dinos
Green Bay Community ABC Book

From: www.Big6.org
Planasaurus defines the problem and decides what it needs to know and do when it finishes. It decides where to look to find the information it needs and what a good job looks like when it's done.

**Before I start…**

I PLAN

1. What am I supposed to do?
2. Where should I look for information?
3. What does a good job look like?
Doasaurus reads, listens, looks, touches, tastes or smells for the information and takes out the information needed to complete the task.

As I work,

I THINK about

1. Are my notes accurate and complete?
2. Have I written a good paragraph?
3. Does my project have the information it needs?
When I’m finished…

I review

1. What new skill did I learn that I can use again?
2. What did I enjoy or hate about this assignment?
3. What grade would I give myself?
Problem-Solving Process: Skills Framework

- One framework, many skills
  - Research Skills
  - Reading Skills
  - Technology Skills
  - Critical Thinking Skills

- Authentic, integrated context
Implementation: CONTEXT is the KEY

WARNING! Teaching information & technology skills out of context is hazardous to your students’ health.
Implementation: CONTEXT is the KEY

- curriculum - real needs in real situations
  - assignments: papers, reports, projects
  - units and lessons
The **Big6:**

Instructional Focus

- Process, not just product
- Answering “Big questions” not just finding facts
- Teaching skills in a larger context
- Teaching research, technology, and thinking skills
Why the Big6?

- Complexity
- Compatibility
- Observe-ability
- Try-ability
Big6 Resources

- Cadre of Local Big6’ers
- Print materials
  - Books
  - Articles
  - Other
- Big6TurboTools
- Online materials
  - Official Big6 site
  - Other
- Video materials
Big6™™ Website Users Survey
November 2000

Impact of the Big6

- Focused instruction
- Reduced student anxiety
- Increased student confidence
Conclusion

Think Big(6)!

The Big 6
Three minute pause:

- Summarize key points.
- Add your own thoughts.
- Pose clarifying questions.
www.Big6.org