

Themes of Information Problem- Solving

The
BIG **6**

The logo consists of the word "The" in a small, black, sans-serif font at the top left. Below it, the word "BIG" is written in a large, bold, black, sans-serif font. To the right of "BIG" is a large, bold, black number "6". Inside the circular part of the "6", there is a small, realistic image of the Earth (planet Earth) showing blue oceans and white clouds.

Themes

1. The IPS process can be applied in all subjects, with students of all ages, and across all grade levels (K-20).

The Big6 is not just for kids.



Themes

**2. IPS is adaptable and flexible;
it can be applied to any
information situation.**



Everyday Contexts



- ▶ buying a birthday gift
- ▶ deciding what movie to attend
- ▶ finding out if somebody likes you
- ▶ choosing colleges or careers or jobs
- ▶ making a banana split
- ▶ _____ ???

Worksheet 3-1—Information Problem-Solving in School, Life, and Work Contexts

Information Problem-Solving Process	School Context	Life Context	Work Context
Task Definition			
Information Seeking Strategies			
Location & Access			
Use of Information			
Synthesis			
Evaluation			

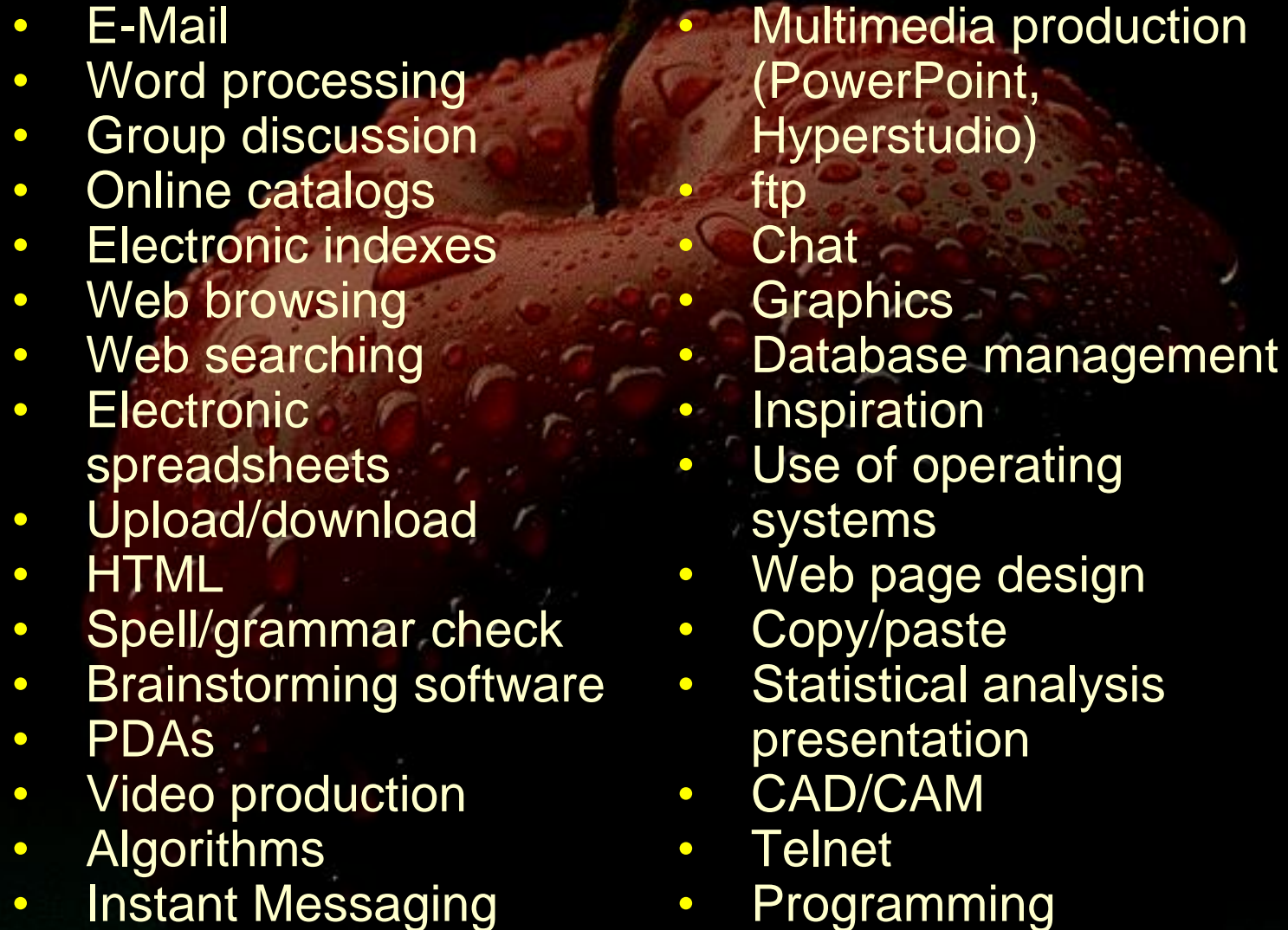
Themes

3. Technology skills take on meaning within the IPS process.

Technology - Out of Context

- Word processing
- E-Mail
- Hyperstudio
- Instant Messaging
- Video production
- Electronic indexes
- Graphics
- PDAs
- Algorithms
- Programming
- Electronic spreadsheets
- Web browsing
- Spell/grammar check
- Upload/download
- Statistical analysis presentation
- Online catalogs
- Database management systems
- Group discussion
- Use of operating systems
- Telnet
- Brainstorming software
- ftp
- HTML
- Web searching
- Multimedia production (PowerPoint)
- Chat
- CAD/CAM
- Copy/paste

Better, But Still Out of Context

- 
- E-Mail
 - Word processing
 - Group discussion
 - Online catalogs
 - Electronic indexes
 - Web browsing
 - Web searching
 - Electronic spreadsheets
 - Upload/download
 - HTML
 - Spell/grammar check
 - Brainstorming software
 - PDAs
 - Video production
 - Algorithms
 - Instant Messaging
 - Multimedia production (PowerPoint, Hyperstudio)
 - ftp
 - Chat
 - Graphics
 - Database management
 - Inspiration
 - Use of operating systems
 - Web page design
 - Copy/paste
 - Statistical analysis presentation
 - CAD/CAM
 - Telnet
 - Programming

Technology in Context

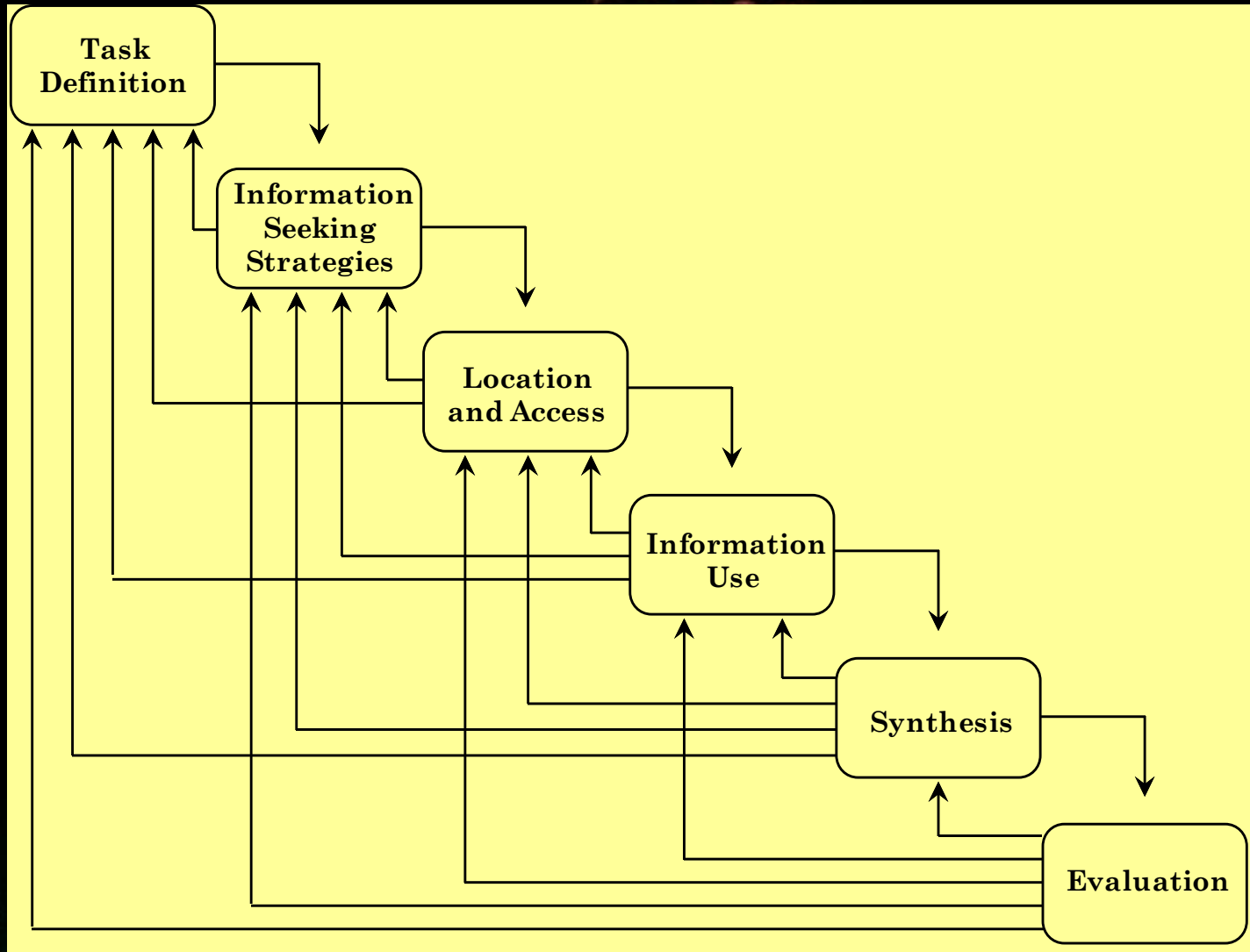
<i>TASK DEFINITION</i>	Students use e-mail, listservs, newsgroups, chat, videoconferencing, and other online communication methods to clarify assignments and brainstorm problems. Students may also use software to generate timelines, organizational charts, etc. to plan and organize complex problems
<i>INFO SEEKING STRATEGIES</i>	Students identify and assess computerized resources as they develop information seeking strategies toward their problem.
<i>LOCATION & ACCESS</i>	Students use online catalogs, searchable periodical indexes, electronic encyclopedias, Web search engines, and other online searching tools to locate useful information.
<i>USE OF INFORMATION</i>	Students connect to and access online or locally stored electronic information sources, view, download, and decompress files, and use copy-and-paste features to extract relevant information.
<i>SYNTHESIS</i>	Students organize and communicate their results using word processing, database management, spreadsheet and graphics software, and distribute their projects via e-mail, Web publishing, or other media.
<i>EVALUATION</i>	Students evaluate the impact of the technology they used, including its effectiveness and efficiency

Themes

4. Using the Big6 is not always a linear, step-by-step process.



The Big6: Not Linear



The Big6: Non-Linear

TD

E

ISS

S

L&A

UI



The Big6: Not Linear

TD

S

ISS

L&A

UI

S

UI

S

E

ISS

L&A

UI

S

E



Themes

5. The Big6 process is **necessary** and **sufficient** for solving problems and completing tasks.

The Big6™ Skills Necessary and Sufficient

1. Task Definition

2. Info Seeking Strategies

3. Location & Access

4. Use of Information

5. Synthesis

6. Evaluation



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Themes

6. The Big6 appears simple, but is multi-layered and powerful.

PROGRAMS

INTERMEDIARIES

RECIPIENTS

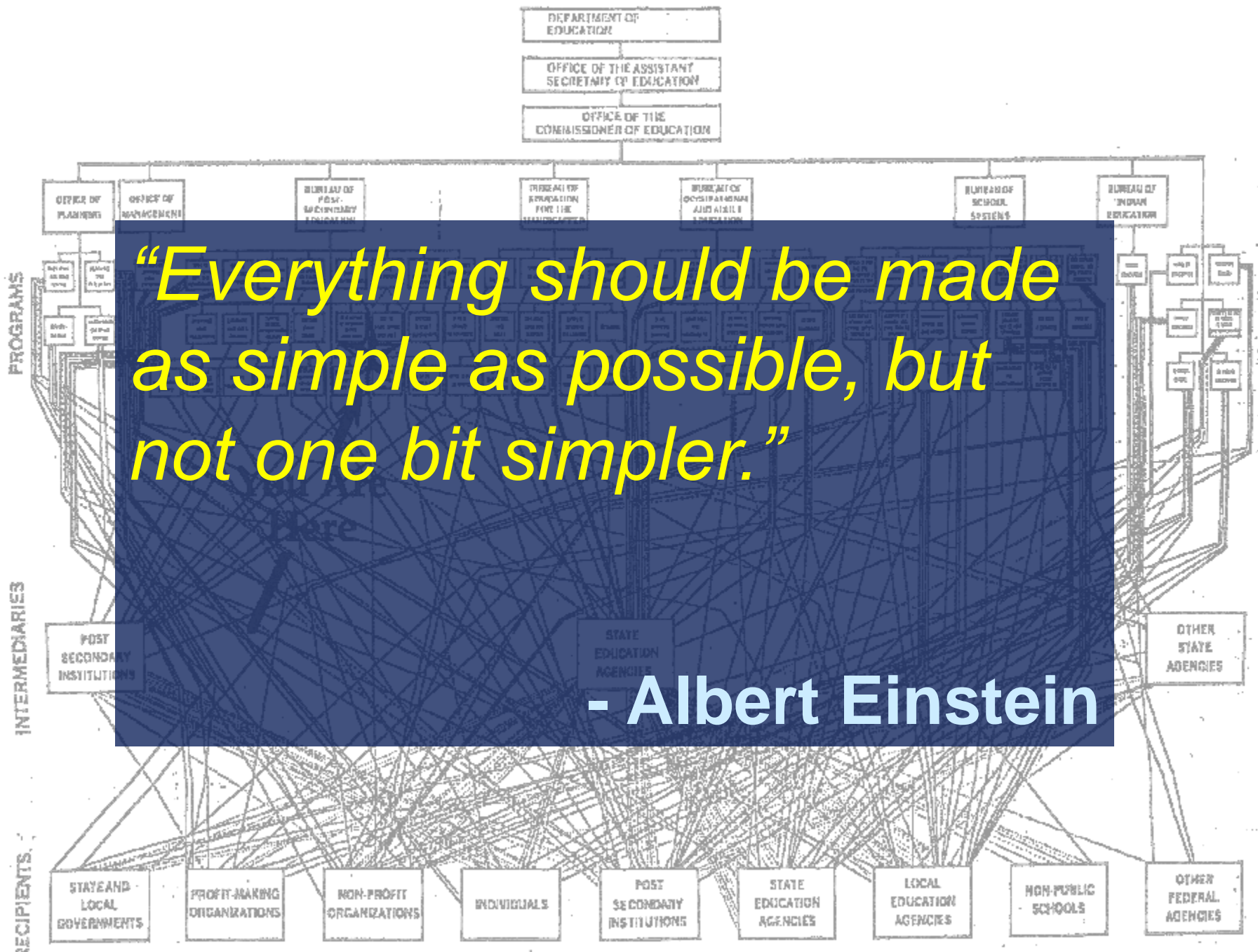
DEPARTMENT OF EDUCATION
 OFFICE OF THE ASSISTANT SECRETARY
 OFFICE OF THE COMMISSIONER OF EDUCATION

OFFICE OF PLANNING OFFICE OF MANAGEMENT BUREAU OF POST-SECONDARY EDUCATION BUREAU OF EDUCATION FOR THE HANDICAPPED BUREAU OF OCCUPATIONAL AND ADULT EDUCATION BUREAU OF SCHOOL SYSTEMS BUREAU OF INDIAN EDUCATION



POST SECONDARY INSTITUTIONS STATE EDUCATION AGENCIES OTHER STATE AGENCIES

STATE AND LOCAL GOVERNMENTS PROFIT-MAKING ORGANIZATIONS NON-PROFIT ORGANIZATIONS INDIVIDUALS POST SECONDARY INSTITUTIONS STATE EDUCATION AGENCIES LOCAL EDUCATION AGENCIES NON-PUBLIC SCHOOLS OTHER FEDERAL AGENCIES



“Everything should be made as simple as possible, but not one bit simpler.”

- Albert Einstein

Information Literacy Models

Comparison of Information Skills Process Models

Eisenberg/Berkowitz Information Problem-Solving (The Big6 Skills)	Kuhlthau Information Seeking	Irving Information Skills	Pitts/Stripling Research Process	New South Wales Information Process
1. Task Definition 1.1 Define the problem 1.2 Identify info requirements	1. Initiation 2. Selection	1. Formulation/analysis of information need	1. Choose a broad topic 2. Get an overview of the topic 3. Narrow the topic 4. Develop thesis/ purpose statement	Defining
2. Information Seeking Strategies 2.1 Determine range sources 2.2 Prioritize sources	3. Explor- ation	2. Identification /appraisal of likely sources	5. Formulate questions to guide research 6. Plan for research & production	Locating
3. Location & Access 3.1 Locate sources 3.2 Find info	(investig info on the general topic)	3. Tracing/locating indiv. resources 4. Examining, selecting, & rejecting indiv resources	7. Find, analyze, evaluate resources	Selecting
4. Information Use 4.1 Engage (read, view, etc) 4.2 Extract info	5. Collect- ion	5. Interrogating/using individual resources 6. Recording/storing info	8. Evaluate evidence take notes/compile bib	Organising
5. Synthesis 5.1 Organize 5.2 Present	(gather info on the focused topic)	7. Interpretation, analysis, synth., and eval. of info 8. Shape, presentation, and communication of info	9. Establish conclusions/ Organize info in outline 10. Create and present final product	Presenting
6. Evaluation 6.1 Judge the product 6.2 Judge the process	6. Presentation	9. Evaluation of the assignment	(Reflection point -- is the paper/project satisfactory)	Assessing
	7. Assesment (of outcome/ process)			