Information Literacy Research

“INFORMATION LITERACY SKILLS ARE THE NECESSARY TOOLS THAT HELP US SUCCESSFULLY NAVIGATE THE PRESENT AND FUTURE LANDSCAPE OF INFORMATION” (EISENBERG 39).

Why Big6?

“DATA COLLECTED FROM THOUSANDS OF STUDENTS SHOWED THAT STUDENTS WHO WERE TAUGHT INFORMATIVE NONFICTION USING THE BIG6 APPROACH WITH A COMBINATION OF ANALYTICAL, CREATIVE, AND PRACTICAL ACTIVITIES, OUTPERFORMED STUDENTS WHO WERE TAUGHT TWO ALTERNATIVE APPROACHES.”

— LINDA JARVIN, PH.D., ASSOCIATE DIRECTOR, PACE CENTER, YALE UNIVERSITY

Metacognitive Scaffold: A Case Study

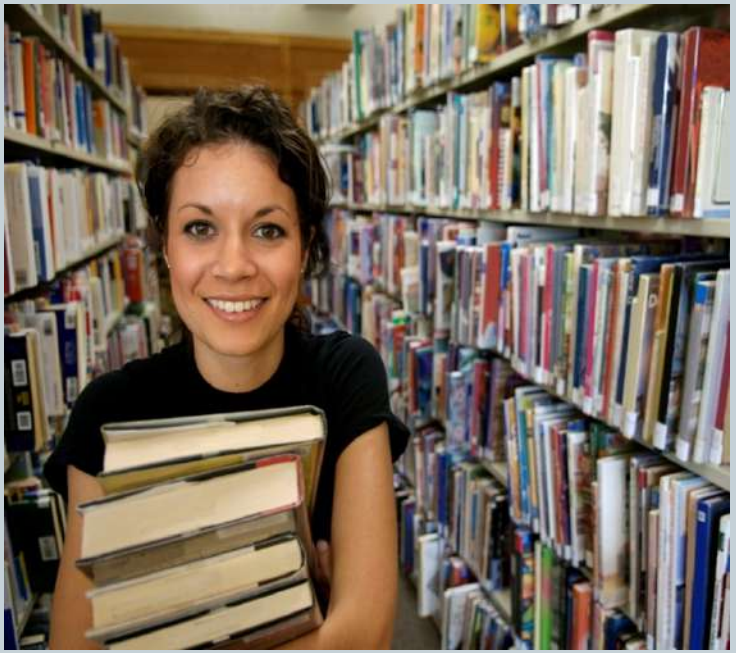
- -Student Profile
- -Topic
- -Collaboration
- -Metacognitive Scaffolds
- -Data Collection
- -Results and Findings
- -Implications OR “What does it all mean?”

What is the Big6?

- a systematic approach to information problem-solving
- six broad skill areas necessary for successful information problem-solving
- a complete library and information skill curriculum

Major Components

- 1. Task Definition
- 2. Information Seeking Strategies
- 3. Location and Access
- 4. Use of Information
- 5. Synthesis
- 6. Evaluation



We Need the Big6

- Aligns with 3 different types of technology and information literacy standards
- Easily integrates into all curriculum
- Promotes collaboration between classroom teachers and the LMS
- Teaches students about new technologies

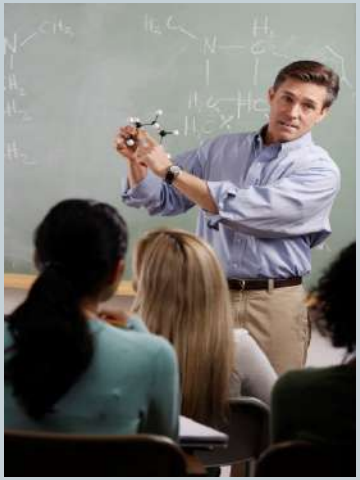
We Need the Big6

- Can be differentiated to meet the learning needs of all students
- Is a flexible, workable model
- Helps students become information literate citizens who are able to solve problems both in and out of the school setting

Alignments with Standards

- Each step of the Big6 model correlates with each of the following four sets of standards:
  - National Educational Technology Standards (NETS)
  - Information and Communications Technology (ICT) Literacy Proficiencies
  - Standards for the 21st-Century Learner
  - Academic content standards
    - (Murray 39)

Curriculum Integration



- Fits all grade levels
- Fits all curricular areas
- Enhances student understanding of both subject material and information literacy standards

Promotes Collaboration

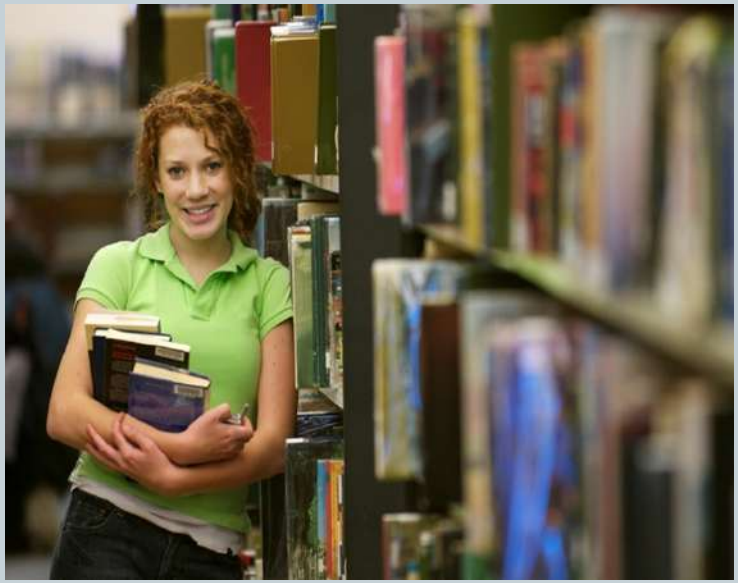
- Curriculum Mapping
- Planning integrated units
- Implementation of lessons and exercises
- Assessment of Final Projects

Exposure to Technology

- Technology should be taught as part of the problem solving process.
- There are a wide variety of computer skills as well as new Internet and software technologies that directly align with the steps of the Big6 model.
  - "At each stage, technology can boost the information problem-solving process." (Eisenberg 22)

Differentiation by students'…

- Interests
- Readiness
- Learning Profile



Flexible

- Many problem-solving models are systematic and rigid
- Big6 is also a systematic model, however it “does not assume or require that people go through the process in a fixed, linear way.” (Eisenberg 21)

Problem Solving Citizens

- This model is designed for students to use in situations in the classroom as well as out in the world.
- They should be able to use the steps of the Big6 (sometimes without even realizing it) in their "school, personal, and work applications, as well as all content areas." (Eisenberg 21)

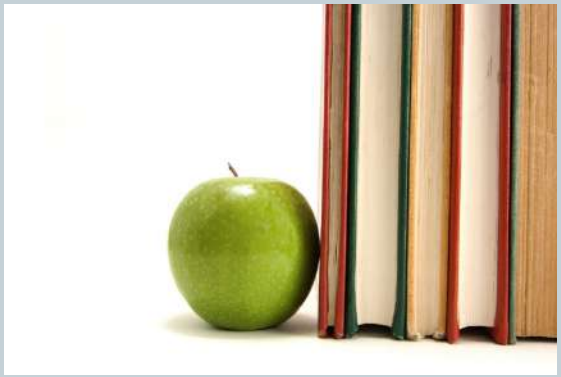
Benefits of Using the Big6™

Our students will:

- Learn transferable planning and organizing skills they will be able to apply for a lifetime

Implementation Plan

- Professional Development
- Teacher involvement
- District wide usage
- Create user friendly reference materials



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