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## Basic Activities

## Advanced Activities

### 1 Task Definition

- \_\_\_ Define the information problem.
- \_\_\_ Identify information needed in order to complete the task (to solve the information problem).
- \_\_\_ Develop and refine a range of questions to frame the search for new understanding.
- \_\_\_ Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.
- \_\_\_ Plan strategies to guide inquiry
- \_\_\_ Identify and define authentic problems and significant questions for investigation
- \_\_\_ Plan and manage activities to develop a solution or complete a project

- [Concept Mapping](#)
- [Graphic Organizers](#)

[Ask Essential Questions](#)

### 2 Information Seeking Strategies

- \_\_\_ Determine the range of possible sources (brainstorm).
- \_\_\_ Evaluate the different possible sources to determine priorities (select the best sources).
- \_\_\_ Find, evaluate, and select appropriate sources to answer questions.
  
- \_\_\_ Evaluate and select information sources and digital tools based on the
- \_\_\_ Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.

- [Subject Directories](#)
- [Evaluating Web Sites](#)

[Web Site Evaluation](#)

### 3 Location and Access

- \_\_\_ Locate sources (intellectually and physically).
- \_\_\_ Find information within sources.
- \_\_\_ Demonstrate mastery of technology tools for accessing information and pursuing inquiry.
- \_\_\_ Seek divergent perspectives during information gathering and assessment.

- [Keyword Searching](#)
- [Search Strategies](#)

[Advanced Search Strategies](#)

<p><b>4</b> <b><u>Use of Information</u></b></p> <p>___ Engage (e.g. read, hear, view, touch) the information in a source.      ___ Extract relevant information from a source.      ___ Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.      ___ Apply critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge.      ___ Follow ethical and legal guidelines in gathering and using information      ___ Collect and analyze data to identify solutions and/or make informed decisions.      ___ Advocate and practice safe, legal, and responsible use of information and technology.</p>	<ul style="list-style-type: none"> <li>• Extract Information</li> <li>• Analyze Sources</li> <li>• Bibliographic Citations</li> </ul>	<p>Identify Point of View</p>
<p><b>5</b> <b><u>Synthesis</u></b></p> <p>___ Organize information from multiple sources      ___ Present the information      ___ Use technology and other information tools to analyze and organize information.      ___ Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.      ___ Interact, collaborate, and publish with peers, experts or others employing a variety of digital environments and media.      ___ Communicate information and ideas effectively to multiple audiences using a variety of media and formats.</p>	<ul style="list-style-type: none"> <li>• Critical Thinking</li> <li>• Appropriate Product</li> </ul>	<p>Classroom Applications</p>
<p><b>6</b> <b><u>Evaluation</u></b></p> <p>___ Judge the product (effectiveness)      ___ Judge the information problem-solving process (efficiency).      ___ Assess the processes by which learning was achieved in order to revise strategies and learn more effectively in the future.      ___ Assess the quality and effectiveness of the learning product.      ___ Apply existing knowledge to generate new ideas, products, or processes.      ___ Exhibit a positive attitude toward using technology that supports collaboration, learning and productivity.</p>	<ul style="list-style-type: none"> <li>• Assessment Rubrics</li> </ul>	<p>RubiStar</p>

- The definition of information literacy has become more complex as resources and technologies have changed.
- The continuing expansion of information demands that all individuals acquire the thinking skills that will enable them to learn on their own.