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### The Big 6 Goes to College

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Story-Huffman, Ru, "The Big 6 Goes to College" (2008). *Georgia International Conference on Information Literacy*. 25.

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# The Big6 Goes to College

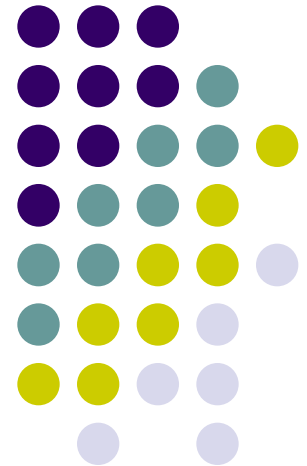
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Georgia Southwestern State University  
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Georgia Conference on  
Information Literacy

October 3, 2008



# The Police



“Too much information running  
through my brain  
Too much information  
driving me insane”

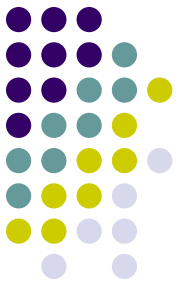
# Why Information Literacy?



- *Information Literacy Classes Surge at Community Colleges*

The Chronicle of Higher Education 3/26/08

- *Position Statement on Information Literacy* The National Council on Learning Resources



- *Information Literacy Competency Standards for Higher Education* ACRL
- *Information Literacy Standards for Student Learning* AASL
- *Standards for the 21<sup>st</sup> Century Learner* AASL



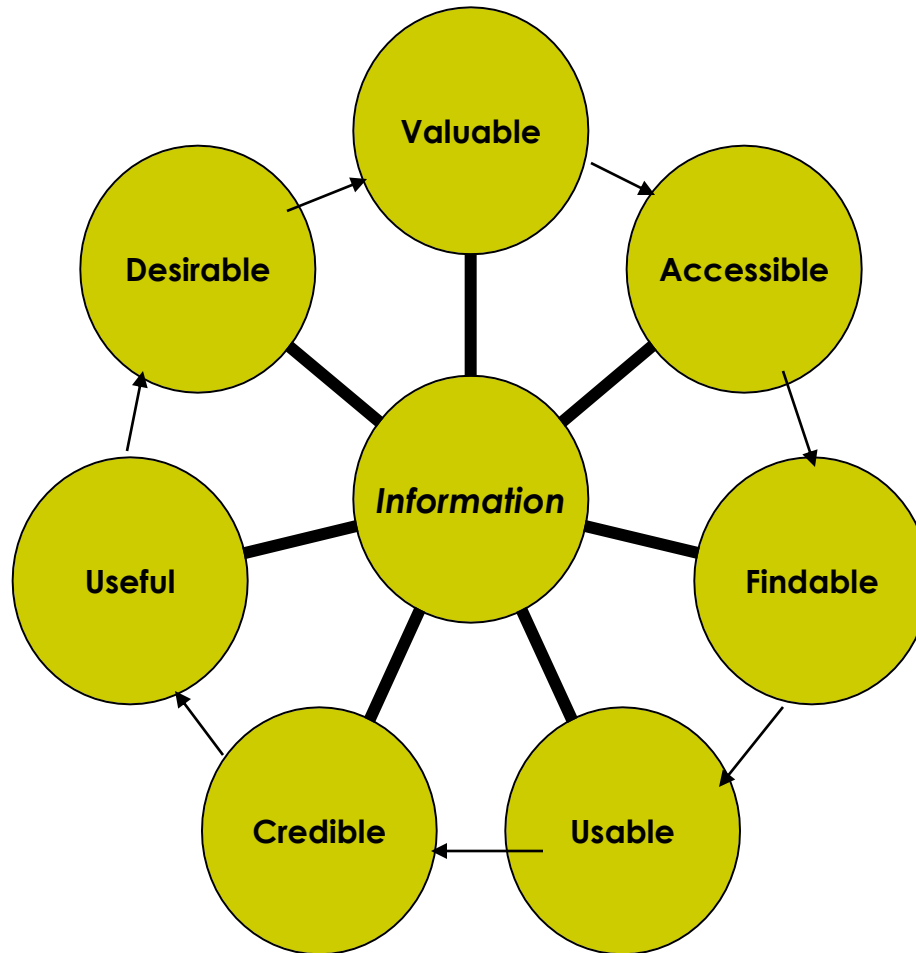
- *Research Competency Guidelines for Literatures in English* ACRL
- *Information Literacy Instructional Objectives for Undergraduate Music Students* MLA
- *Information Literacy Standards for Science and Technology* ALA/ACRL/STS Task Force



- *Various other academic disciplines and state curriculum standards*

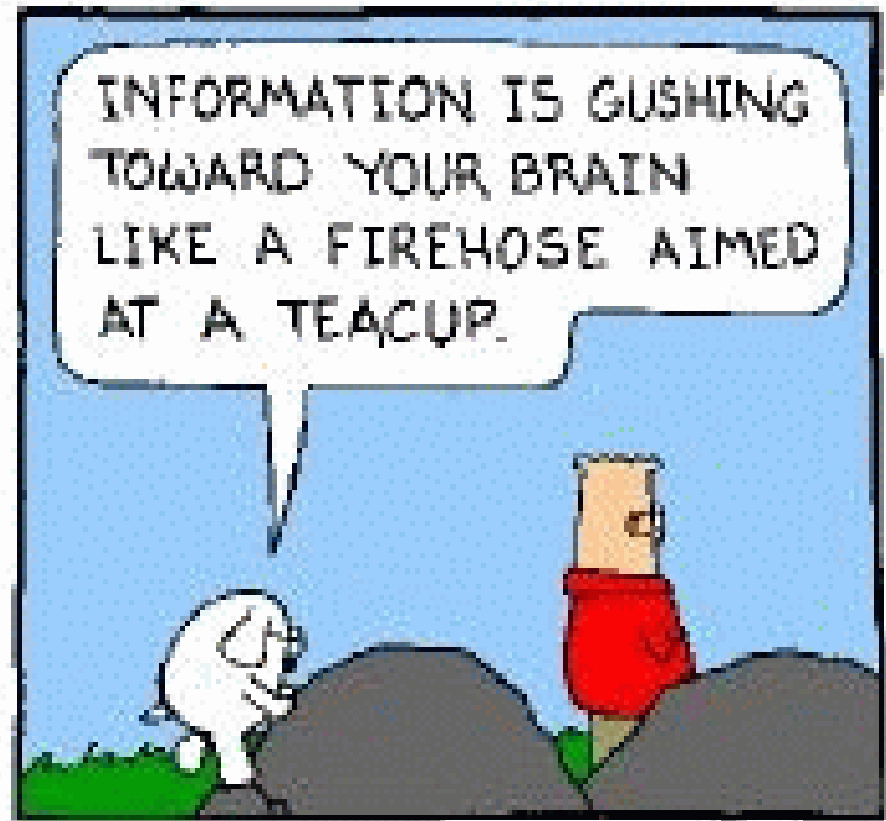


# This is what we want...





# The REALITY



# Why Incorporate Information Literacy into the Curriculum?



- The only certainty is change.
- We want students that
  - Need information
  - Find information
  - Evaluate & use information

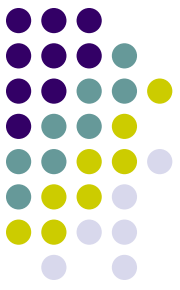


1. Task Definition
2. Information Seeking Strategies
3. Location and Access
4. Use of Information
5. Synthesis
6. Evaluation



# The Big6

- “The Big6 is an information literacy model. Some people call it a metacognitive scaffold, or an information problem solving strategy” (Big6.com, 2005, para 1).

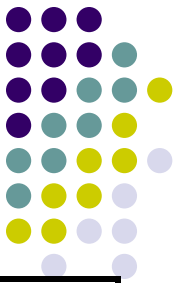


# Themes of the Big6

- The Big6 process can be applied to all subjects, with students of all ages, and across all grade levels (K-20).
- The Big6 is adaptable and flexible; it can be applied to any information situation.
- Technology skills take on meaning within the Big6 process.
- Using the Big6 is not always a linear, step-by-step process.

# The Big6

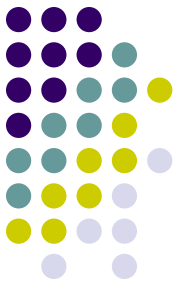
# ACRL



1. Task Definition	1.1 The information literate student defines and articulates the need for information
2. Information Seeking Strategies	1.2 The information literate student identifies a variety of types and formats of potential sources for information
3. Location and Access	1.3 The information literate student considers the costs and benefits of acquiring the needed information 2.1 The information literate student selects the most appropriate investigative methods or information retrieval systems for accessing the needed information 2.3 The information literate student retrieves information online or in person using a variety of methods

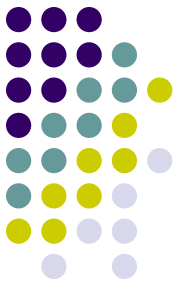
# The Big6

# ACRL



<p>4. Use of Information</p>	<p>2.4 The information literate student refines the search strategy if necessary</p> <p>2.5 The information literate student extracts, records, and manages the information and its sources.</p> <p>3.1 The information literate student summarizes the main ideas to be extracted from the information gathered.</p> <p>3.2 The information literate student articulates and applies initial criteria for evaluating both the information and its sources.</p>
<p>5. Synthesis</p>	<p>3.3 The information literate student synthesizes the main ideas to construct new concepts.</p> <p>4.1 The information literate student applies new and prior information to the planning and creation of a particular product or performance.</p> <p>4.3 The information literate student communicates the product or performance effectively to others.</p> <p>4.4 The information literate student compares new knowledge with prior knowledge to determine the value added, contradictions, or other unique characteristics of the information.</p>

# The Big6 ACRL



<p>6. Evaluation</p>	<p>1.4 The information literate student reevaluates the nature and extent of the information need.</p> <p>4.2 The information literate student revises the development process for the product or performance.</p>
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# 1. Task Definition

- 1.1 Define the problem
- 1.2 Identify the information needed (to solve the problem)
  - What's the task?
  - What types of information do I need?

# 2. Information Seeking Strategies



- 2.1 Determine the range of possible sources (brainstorm)
- 2.2 Evaluate the different possible sources to determine priorities (select the best sources)
  - What are possible sources
  - Which are the best?



## 3. Location and Access

- 3.1 Locate sources (intellectually and physically)
- 3.2 Find information within sources
  - Where is each source?
  - Where is the information in each source?



## 4. Use of Information

- 4.1 Engage (e.g., read, hear, view, touch) the information in a source
- 4.2 Extract relevant information from a source
  - How can I best use each source?
  - What information in each source is useful?



# 5. Synthesis

- 5.1 Organize information from multiple sources
- 5.2 Present the information
  - How can I organize all the information?
  - How can I present the result?



# 6. Evaluation

- 6.1 Judge the product (effectiveness)
- 6.2 Judge the information problem-solving program (efficiency)
  - Is the task completed?
  - How can I do things better?



Information Problem-Solving Process	Completing an assignment for class
Task Definition	Task: 2-part paper on rain recycling and its use to save water, with use of documented supporting evidence
Information Seeking Strategies	Consider all potential information sources. Which current journals, books, Internet resources and/or newspapers would be best?
Location & Access	Online database/card catalog to search. Find articles online and in print. Locate appropriate books.
Use of Information	Read articles and books, etc. Highlight important information. Type notes into word processing program, citing sources.
Synthesis	Use of a word processor to create an outline, and draft paper.
Evaluation	Realizing details are weak on one of two parts, and need for additional information.

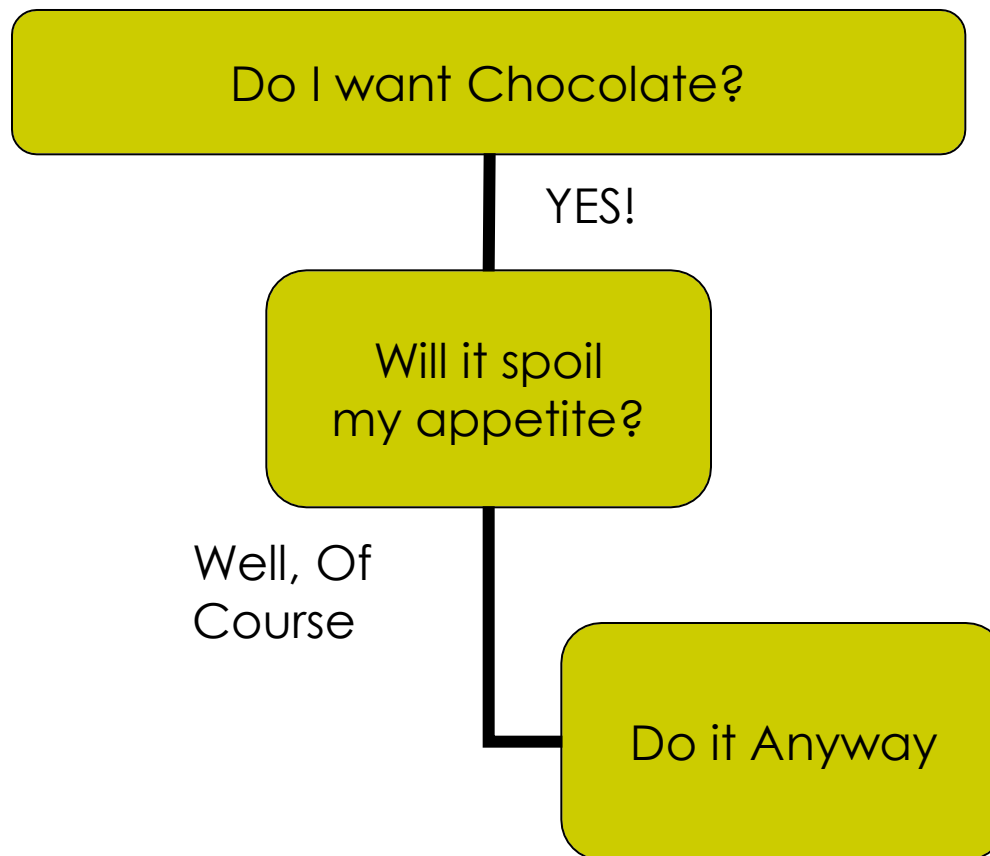
# Curriculum Mapping



Topic	Content	Outcomes	Assessment	ACRL Information Literacy Standard(s)	Big6 Step(s)
Career Choice Speech	Students are to choose a career and give a 5 minute speech on the necessary education, occupational outlook, and challenges of the career. Students will also provide the professor with a concept map and reference list.	Students will develop a thesis statement and information needs	Did student identify all necessary requirements of the assignment during the speech?	Standard One: The information literate student determines the nature and extent of the information needed.  Performance Indicator One: The information literate student defines and articulates the need for information	Big6, Step 1: Task Identification 1.1 Define the information problem



# Information Literacy Chocolate Across the Disciplines





The Big6

<http://www.big6.com>

Story-Huffman, R. (2008). *Information Literacy Concept Map – Public Speaking*.

<http://www.big6.com/go/wp-content/2008/04/pdf411ginformation-literacy-curriculum-mapintro-to-public-speaking.pdf>

Story-Huffman, R. (2004). *Considering the ACRL Standards in a Big6 Context*.

<http://www.big6.com/2004/07/27/big6-in-higher-education-considering-the-acrl-standards-in-a-big6-context/>