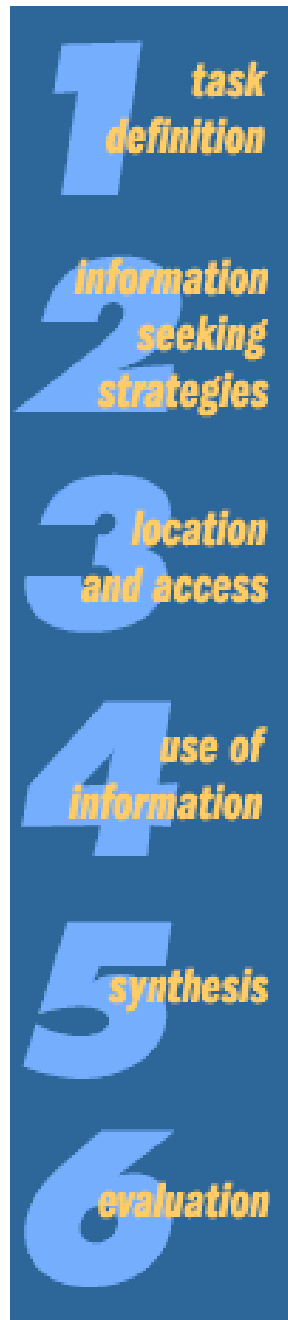


# The Big6™ Skills

The Big6 is a process model of how people of all ages solve an information problem.



## 1. Task Definition

- 1.1 Define the information problem
- 1.2 Identify information needed (to solve the information problem)
  - What is my current task?
  - What are some topics or questions I need to answer?
  - What information will I need?

## 2. Information Seeking Strategies

- 2.1 Determine all possible sources (brainstorm)
- 2.2 Select the best sources
  - What are all the possible sources to check?
  - What are the best sources of information for this task?

## 3. Location and Access

- 3.1 Locate sources (intellectually and physically)
- 3.2 Find information within sources
  - Where can I find these sources?
  - Where can I find the information in the source?

## 4. Use of Information

- 4.1 Engage (e.g., read, hear, view, touch)
- 4.2 Extract relevant information
  - What information do I expect to find in this source?
  - What information from the source is useful?

## 5. Synthesis

- 5.1 Organize from multiple sources
- 5.2 Present the information
  - How will I organize my information?
  - How should I present my information?

## 6. Evaluation

- 6.1 Judge the product (effectiveness)
- 6.2 Judge the process (efficiency)
  - Did I do what was required?
  - Did I complete each of the Big6 Stages efficiently?

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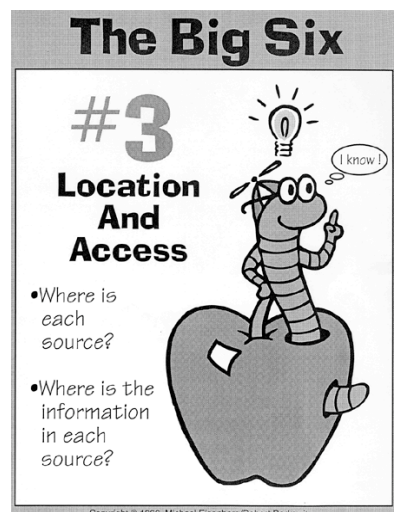
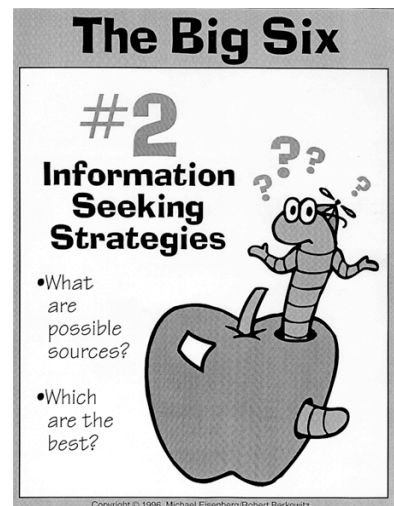
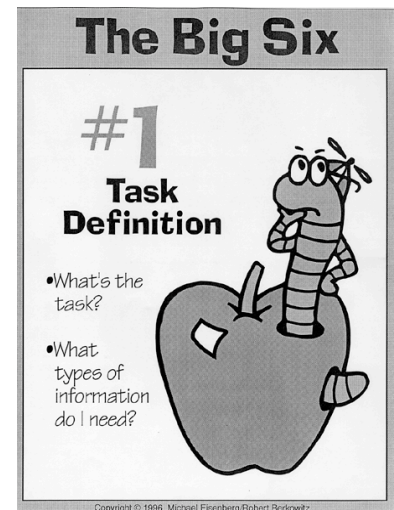
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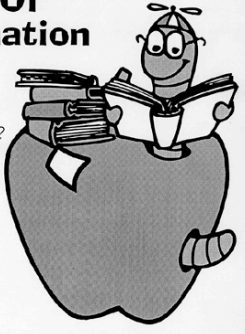
- Did I do what was required?
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**The Big Six**

**#4**

**Use Of Information**

- How can I best use each source?
- What information in each source is useful?



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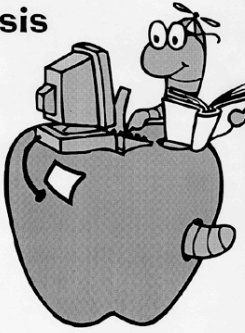
The image shows a cartoon character with glasses and a bow tie sitting on a large apple. The character is holding several books and looking at them. The apple has a small bite taken out of it. The background is a light gray color.

**The Big Six**

**#5**

**Synthesis**

- How can I organize all the information?
- How can I present the result?



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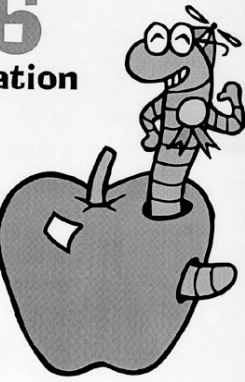
The image shows a cartoon character with glasses and a bow tie sitting on a large apple. The character is holding a computer monitor and a book. The apple has a small bite taken out of it. The background is a light gray color.

**The Big Six**

**#6**

**Evaluation**

- Is the task completed?
- How can I do things better?



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The image shows a cartoon character with glasses and a bow tie sitting on a large apple. The character is holding a pencil and looking at the apple. The apple has a small bite taken out of it. The background is a light gray color.

**The Super3** contains the same basic elements as the Big6, but is written for younger students to understand.

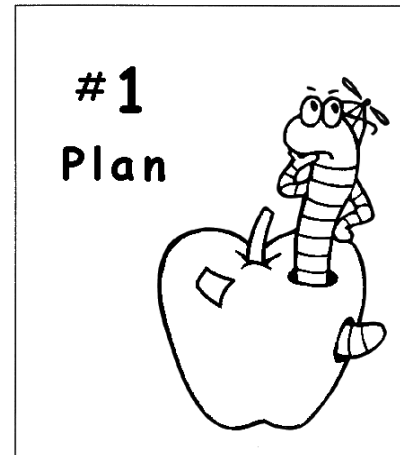
## 1. Plan - (Beginning)

When students get an assignment or a task, BEFORE they start doing anything, they should think:

- What am I supposed to do?
- What will it look like if I do a really good job?
- What do I need to find out to do the job?

Big6 Steps:

- Task Definition
- Information Seeking Strategies

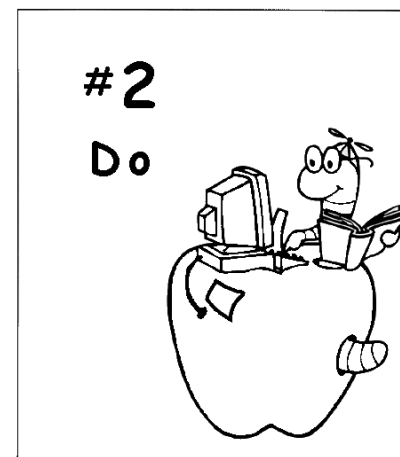


## 2. Do - (Middle)

In the Middle the students DO the activity. This is where they read, view, tell, make a picture, etc.

Big6 Steps:

- Location and Access
- Use of Information
- Synthesis



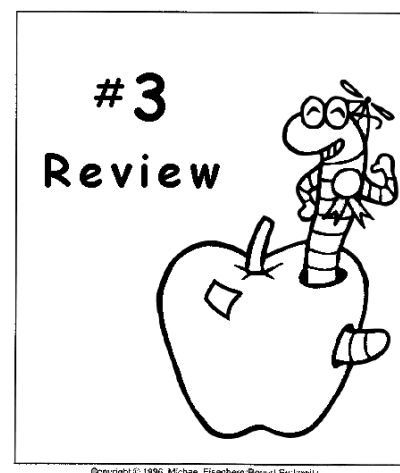
## 3. Review - (End)

Before finishing the product and turning it in, students should stop and think— Is this done?

- Did I do what I was supposed to do?
- Do I feel ok about this?
- Should I do something else before I turn it in?

Big6 Steps:

- Evaluation



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Super3 information from <http://academic.wsc.edu/redl/classes/tami/super3.html>

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