



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?

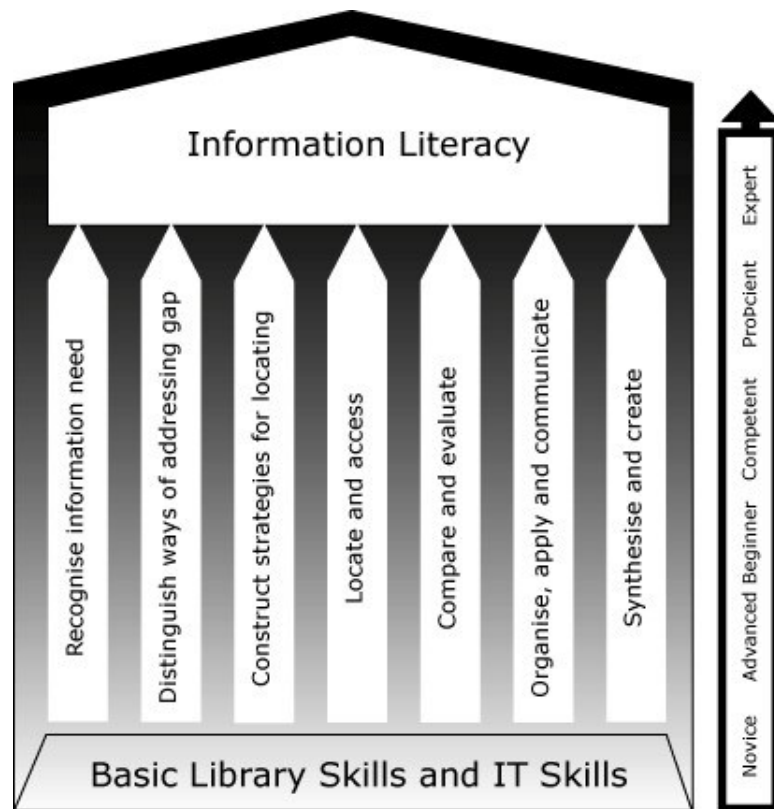
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Sedm oblastí práce s informací

- **reflektuje také prostředí – Landscape** - v kterém se jedinec nachází = právě prostředí ovlivňuje to, jak se bude jedincova práce vyvíjet
- 1. organizace informací
- 2. evaluace
- 3. prezentování
- 4. shromažďování
- 5. určení lokace a přístupu, identifikace potřeby,
- 6. plánování strategií pro hledání
- 7. dostupnost zdrojů a znalostí

I identify	Scope	Plan	Gather	Evaluate	Manage	Present
Understands:	Understands:	Understands:	Understands:	Understands:	Understands:	Understands:
<ul style="list-style-type: none"> •New information & data is constantly being produced & that there is always more to •Being information literate involves developing a learning habit so new information is being actively sought all the time •Ideas and opportunities are created by investigating / seeking information •Scale of the world of published and unpublished information and data 	<ul style="list-style-type: none"> •What types of information are available •The characteristics of the different types of information source available to them & how they may be affected by format •The publication process in terms of why individuals publish & the currency of information •Issues of accessibility •What services are available to help & how to access them 	<ul style="list-style-type: none"> •Range of searching techniques available •Differences between search tools •Why complex search strategies can make a difference to the breadth & depth of information found •Need to develop approaches to searching such that new tools are sought for each new question •Need to revise keywords & adapt strategies •Value of controlled vocabularies & taxonomies in searching 	<ul style="list-style-type: none"> •How information & data is organised •How libraries provide access to resources •How digital technologies are providing collaborative tools to create & share information •Issue involved in collecting new data •Different elements of a citation •Use of abstracts •Need to keep up to date •Difference between free & paid for resources •Risks involved in operating in a virtual world •Importance of appraising& evaluating search results 	<ul style="list-style-type: none"> •Information & data landscape or their learning / research context •Issues of quality, accuracy, relevance, bias, reputation & credibility relating to information & data sources •How information is evaluated & published, to help inform personal evaluation process •Importance of consistency in data collection •Importance of citation in their learning / research context 	<ul style="list-style-type: none"> •Responsibility to be honest in all aspects of information handling & dissemination •Need to adopt appropriate data handling methods •Role play in helping others in information seeking & management •Need to keep systematic records •Importance of storing & sharing information/data ethically •Relevance of Freedom of information to research activities •Need to curate and archive research data ethically •Importance of metadata •Role of professionals in advising with all aspects of info management 	<ul style="list-style-type: none"> •Difference between summarising & synthesising •Different formats of writing / presentation styles •Data can be presented in different ways •Personal responsibility to store & share information & data •Personal responsibility to disseminate information & knowledge •How their work will be evaluated •Processes of publication •Concept of attribution •Individual can take an active part in creation of information through traditional publishing & digital technologies
Is able to:	Is able to:	Is able to:	Is able to:	Is able to:	Is able to:	Is able to:
<ul style="list-style-type: none"> •Identify a lack of knowledge in a subject area •Identify a search topic / question and define it using simple terminology •Articulate current knowledge on a topic •Recognise a need for information and data to achieve a specific end and define limits to the information need •Use background information to underpin research •Take personal responsibility for an information search •Manage time effectively to complete a search 	<ul style="list-style-type: none"> •"Know what you don't know" to identify any information gaps •Identify which types of information will best meet the need •Identify the available search tools, such as general and subject specific resources at different levels •Identify different formats in which information may be provided •Demonstrate the ability to use new tools as they become available 	<ul style="list-style-type: none"> • Scope their search question clearly and in appropriate language • Define a search strategy by using appropriate keywords and concepts, defining and setting limits • Select the most appropriate search tools • Identify controlled vocabularies and taxonomies to aid in searching if appropriate • Identify appropriate search techniques to use as necessary • Identify specialist search tools appropriate to each individual information need 	<ul style="list-style-type: none"> •Use a range of retrieval tools & resources effectively •Construct complex searches appropriate to different digital & print resources •Access full text information •Use appropriate search techniques to collect new data •Keep up to date with new information •Engage with their community to share information •Identify when the information need has not been met •Use online & print help & can find personal & expert help 	<ul style="list-style-type: none"> •Distinguish between different information resources •Choose suitable material on their search topic •Assess the quality, accuracy, relevance, bias, reputation & credibility of the resources found •Assess the credibility of the data gathered •Read critically, identifying key concepts & arguments •Relate the information found to the original search strategy •Cortically appraise & evaluate own findings •Know when to stop 	<ul style="list-style-type: none"> •Use bibliographic software if appropriate to manage information •Cite printed & electronic resources using suitable referencing styles •Create appropriately formatted bibliographies •Demonstrate awareness of issues relating to the rights of others including ethics, data protection, copyright, plagiarism & other intellectual property issues •Meet standards of conduct for academic integrity •Use appropriate data management software & techniques to manage data 	<ul style="list-style-type: none"> •Use the information & data found to address original question •Summarise documents and reports verbally & in writing •Incorporate new information into context of existing knowledge •Analyse & present data appropriately •Synthesise & appraise new & complex information from different sources •Communicate effectively using appropriate writing styles in a variety of formats •Communicate effectively verbally •Select appropriate publications & dissemination outlets in which to publish •Develop a personal profile in the community using appropriate personal networks &



SCONUL Seven Pillars Model for Information Literacy
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1. **Identifikace potřeby:** stále co se učit, tj. vymezení rámce hledání (nutná znalost, terminologie, limity, řízení času...) + škála informací (ne/publikované) => zvyk
2. **Záběr znalostí a mezer:** typy informací, formátů a zdrojů (+ co odpovídá potřebě), hodnota informace a důvody publikování, dostupnost (vyhledávací nástroje + použití nových po objevení), služby pro pomoc
3. **Plánování strategie:** vyhledávací techniky (jazyk, klíčová slova, limity...), rozdíly nástrojů, šířka a hloubka vyhledávání, kreativita hledání, revize strategií, hodnota řízených slovníků
4. **Shromažďování:** organizace ve zdrojích, vč. knihovny => získání informace, kolaborativní nástroje pro tvorbu a sdílení informací, popis zdroje, abstrakty, aktualizace, rizika virtuálního světa, důležitost hodnocení výsledků, expertní pomoc
5. **Hodnocení:** kvalita, přesnost, relevance, reputace, kredibilita... informací a zdrojů, jak hodnotit a publikovat, vč. kritického čtení, konzistence sběru dat, citace, kdy přestat
6. **Správa profesionálně a eticky:** odpovědnost za práci s informacemi a jejich šíření (právo, etika), využití k tomu vhodných metod (vč. citačních stylů), pomoc ostatním s informacemi, udržování systematických záznamů (např. bibliografický software, data management software), role informačních profesionálů
7. **Prezentování výsledků výzkumu, syntéza pro novou znalost a šíření různými cestami:** rozdíl syntézy a shrnutí, různé formy psaní a prezentace pro cílové skupiny, evaluace vlastní práce, proces publikování, rozvoj vlastního profilu v komunitě

Model informační gramotnosti

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