

# Using the Big 6™ and Best Practices to Meet Academic Standards and Get the Most Out of Student Research

Summer 2011  
July 25 – August 5  
EDUC-#W505 - 1783

Class has no face-to-face meeting dates.  
All correspondence with the instructor, including turning in assignments, is through email.  
Completion of the course will be managed through online modules and independent work

Instructor:

**Leslie Preddy**

Voice or Text: 317-670-4251

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**Purpose of the Course:**

This course is intended to guide participants toward developing more meaningful, enriching, and developmentally appropriate information use and research skills instruction through the use of Best Practices, 21<sup>st</sup> Century Skills/Standards, Brain Research, and the Big 6 Research Model.

**Objectives:**

Each participant will have the opportunity to:

- Develop a Big 6 instructional unit plan;
- Incorporate inquiry methodology and best practices into teaching practices;
- Expand understanding of the global connectivity to information skills;
- Align research instruction with the current needs and trends of a global society;
- Develop information skills instructional strategies aligned with Indiana Common Core State Standards;
- Design curriculum and assessment that promotes student empowerment and life-long learning strategies;

## Class Schedule, Topics and Deadlines:

<b>Assignment DUE DATE</b>	<b>TOPICS / ONLINE ACTIVITY</b>	<b>TASKS</b>
	All assignments and readings related to the modules must be received by the instructor electronically by 8pm (you will receive a reply/confirmation that it has been received)	All assignments must be received by the instructor <b>electronically</b> by 8pm unless otherwise specified (you will receive a reply confirmation of receipt)
July 25	Course Overview, review of assignments, deadlines, expectations	Email reply to instructor. Confirmation and answers to question in email mandatory.
July 26	Module One: Task Definition	Read through the Module page of the course website, thoroughly read through <u>all</u> the provided resources/links, complete the assignment sheet carefully & email completed assignment to instructor.
July 27	Module Two: Information Seeking Strategies	Read through the Module page of the course website, thoroughly read through <u>all</u> the provided resources/links, complete the assignment sheet carefully & email completed assignment to instructor.
July 28	Module Three: Location & Access	Read through the Module page of the course website, thoroughly read through <u>all</u> the provided resources/links, complete the assignment sheet carefully & email completed assignment to instructor.
July 29	Module Four: Use of Information	Read through the Module page of the course website, thoroughly read through <u>all</u> the provided resources/links, complete the assignment sheet carefully & email completed assignment to instructor.
July 30	Module Five: Synthesis	Read through the Module page of the course website, thoroughly read through <u>all</u> the provided resources/links, complete the assignment sheet carefully & email completed assignment to instructor.
July 31	Module Six: Evaluation	Read through the Module page of the course website, thoroughly read through <u>all</u> the provided resources/links, complete the assignment sheet carefully & email completed assignment to instructor.
August 4	Big6 Unit/Lesson Plan	Open the link on the course website for the Big6 Unit Plan & Reflection Paper. Please be thorough. Read the guidelines carefully & make sure to include each requirement listed. Email completed assignment to the instructor. <b>Due by 5pm</b>
<b>Course Website: <a href="http://www.lesliepreddy.com/Big 6/6 index.htm">www.lesliepreddy.com/Big 6/6 index.htm</a></b>		

## **TEXTS AND RESOURCES:**

There is not a required text for this course. Instead, participants are encouraged to consult the following resources and do readings according to the online modules as efforts are made to improve understanding, increase awareness, and develop required coursework.

### **WEBSITES**

Eisenberg and Berkowitz.

[www.big6.com](http://www.big6.com)

<http://www.big6.com/kids/>

Indiana Common Core State Standards: <http://ideanet.doe.state.in.us/standards/welcome.html>

James O. Carey. "Library Skills, Information Skills and Information Literacy: Implications for Teaching and Learning."

<http://www.ala.org/ala/mgrps/divs/aasl/aaslpubsandjournals/slmrb/slmrcontents/volume11998slmqo/carey.cfm>

McKenzie. *Beyond Technology: Questioning, Research and the Information Literate School*. Bellingham, WA: FNO Press, 2000.

See also: <http://www.fno.org/index.html> and other McKenzie resources.

Murray, Janet. *Applying Big 6 Skills, Information Literacy Standards and ISTE NETS to Internet Research*.

<http://www.janetsinfo.com/big6info.htm>

Purdue's Online Writing Lab (OWL)

<http://owl.english.purdue.edu/owl/>

St. Andrews Episcopal School, Austin, TX.

*Big 6 Assignment Organizer*

<http://library.sasaustin.org/assignmentOrganizer.php>

*Big 5 Research Paper Organizer*.

<http://library.sasaustin.org/paperOrganizerUS.php>

West Hartford Public Schools Library Media Services. *Copyright and Fair Use: Copyright Resources*.

<http://www.whps.org/library/Copyrightresources.htm>

Barnes, Jeanne. *Online Resources to Support Big6 Information Skills*

[http://nb.wsd.wednet.edu/big6/big6\\_resources.htm](http://nb.wsd.wednet.edu/big6/big6_resources.htm)

Samuels, Holly. Cambridge Ringe & Latin School. *CRLS Research Guide: The Big6 Skills*.

[http://www.crlsresearchguide.org/Big\\_Six\\_Steps.asp](http://www.crlsresearchguide.org/Big_Six_Steps.asp)

### **BOOKS**

AASL/AECT. *Information Literacy Standards for Student Learning*. Chicago: ALA, 1998.

Or it can also be found in *Information Power: Building Partnerships for Learning*, ALA, 1998 (a required text in L553).

Burke, Kay. *How to Assess Authentic Learning*. Skylight Professional Development, 1999.

Callison, Daniel and Annette Lamb

*Graphic Inquiry*. Libraries Unlimited, 2010.

Callison, Daniel and Leslie Preddy

*The Blue Book on Information Age Inquiry, Instruction and Literacy*, Libraries Unlimited, 2007.

Buzzeo, Toni

*Collaborating to Meet Standards: Teacher-Librarian Partnerships for K-6*. Linworth Press, 2002.

*Collaborating to Meet Standards: Teacher-Librarian Partnerships for 7-12*. Linworth Press, 2002.

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*Developing an Information Literacy Program K-12.* Developed by The Iowa City Community School District and edited by Mary Jo Langhorne. Neal-Schuman Publishers, 1998. (primarily part 1)

Callison, Daniel and Leslie Preddy. *The Blue Book on Information Age Inquiry, Instruction and Literacy.* Libraries Unlimited, 2006.

Duncan, Donna and Laura Lockhart. *I-Search, You Search, We All Learn to Research: A How-To-Do-It Manual for Teaching Elementary School Students to Solve Information Problems.* Neal-Schuman Publishers, 2000.

Eisenberg and Berkowitz. *Information Problem-Solving: The Big Six Skills Approach to Library and Information Skills Instruction.* Norwood, NJ: Ablex. 1990.

Helm and Katz. *Young Investigators: the Project Approach in the Early Years.* New York: Teachers College, 2001.

Joyce and Tallman. *Making the Writing and Research Connection with the I-Search Process.* New York: Neal-Schuman, 1997.

Kagan, Spencer. *Cooperative Learning.* Kagan Cooperative, 1997.

Kovalik, Susan and Karen Olsen. *Exceeding Expectations, 2nd Edition: A User's Guide to Implementing Brain Research in the Classroom.*

Kuhlthau. *Teaching the Library Research Process.* West Nyack, NY: Center for Applied Research in Education, 1985. Scarecrow Press, 1994.

Loertscher and Champlain. *Indiana Learns: Increasing Indiana Student Academic Achievement Through School Library Media and Technology Programs.*

Marzano, Robert J., Pickering, Debra J., and Jane E. Pollack. *Classroom Instruction That Works: Research-based Strategies For Increasing Student Achievement.* Alexandria, VA: Association for Supervision and Curriculum Development, 2001.

Rankin, Virginia. *The Thoughtful Researcher: Teaching the Research Process to Middle School Students.* Englewood, CO: Libraries Unlimited. 1999.

Ryan and Capra.  
*Information Literacy Toolkit: Kindergarten - 6.* Chicago: ALA, 2001.  
*Information Literacy Toolkit: Grades 7 and Up.* Chicago: ALA, 2001.

Short, Harste, and Burke. *Creating Classrooms for Authors and Inquirers.* Portsmouth, NH: Heinemann, 1996.

Small and Arnone. *Turning Kids on to Research.* Libraries Unlimited, 2000.

Stanley, Deborah B.  
*Practical Steps to the Research Process for High School.* Libraries Unlimited, 1999.  
*Practical Steps to the Research Process for Middle School.* Libraries Unlimited, 2000.

Thomas, Nancy Pickering. *Information Literacy and Information Skills Instruction: Applying Research to Practice in the School Library Media Center.* Englewood, CO: Libraries Unlimited. 1999.

Van Vliet, Lucille W. *Media Skills for Middle Schools: Strategies for Library Media Specialists and Teachers.* Libraries Unlimited, 1999. (specifically chapters 3 & 4)

Wolfe, Patricia. *Brain Matters: Translating Research into Classroom Practice.* Association for Supervision & Curriculum Development, 2001. (specifically, parts 2 and 3)

Zemelman, Daniels, and Hyde. *Best Practice: New Standards for Teaching and Learning in America's Schools.* Portsmouth, NH: Heinemann, 1998.

## **Grading Policy:**

	<u>Potential</u>
Class Orientation & Participation	5%
Web Based Modules 1-6	60%
Unit Plan & Reflection Paper	<u>35%</u>
TOTAL POINTS	100%

### **Late Work Policy**

Late work will accrue a penalty of a 10% reduction for each day it is late. Incompletes will not be granted for this course.

Each assignment turned in on time, but not receiving all possible points, will be given an opportunity to revise and re-submit for full credit. It is at the participant's discretion whether to accept this opportunity. To accept the opportunity to revise, the assignment must be attached and sent by the revision deadline and must be sent as an email reply (including the instructor's original suggested corrections email).

Final grades are based on the following range within the total 100 points possible:

**70% or higher:** Pass

**69% or lower:** Fail

## **ASSIGNMENTS:**

### **Class Orientation & Participation (5%)**

**Each participant is expected to communicate with the instructor via phone or email prior to the syllabus start date.** Attendance at the opening day meeting is optional and at the participant's discretion after reviewing the syllabus, course website, and overall comfort level with course requirements. Each participant is required to inform the instructor prior to the meeting date whether he/she plans to attend to receive an appointment time. If not planning to attend, but in need of personal assistance, participants may arrange a phone call.

### **Web Based Activities & Modules (10% each x 6 modules)**

Each online module readings, online resources, and the completion of activities and resources is created to build your understanding of information resources and education in the 21<sup>st</sup> century. Activities and readings in these modules are expected to influence your final project and initial plan paper. When completing module reflections, be sure to refer and quote assigned readings, and when appropriate, supplemental readings. Modules 1-6 will count equally toward the grade. See Class Schedule, Topics and Deadlines for due dates.

### **Big 6 Unit/Lesson Plans (35% - Unit Plan, Reflection)**

**IMPORTANT:** See *Big6 Unit/Lesson Plans Guidelines* (handout found on course website).