

Title of Session: The Big6 - Moving Every Child Ahead with ISTE NETS

Moderator: Ferdi Serim

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FerdiS: Hi Mike! I'm in Santa Fe, Alvin is in Japan, where are you?

AlvinD: I'm so new at this, but is there any way of getting a transcript of today's session so I can read what I miss?

FerdiS: yes, we'll be recording it and you'll get a transcript

BJ: Alvin, you will get a transcript of this discussion when you log out

FerdiS: see?

MikeGr: I am in Randolph, Kansas

MarcellaM: Ok because this is my first so please have patience with me

MikeGr: this is my first too.

MikeGr: so who is leading the big6 talk?

FerdiS: I am

FerdiS: Tonight, we resume the long standing monthly Big6 Tapped In session...please introduce yourselves by saying what you do and where you do it

BJ: I'm an art teacher in Pennsylvania and a helpdesk volunteer for Tapped In

MarcellaM: will a transcript be sent to my email after we are done and what time are we wrapping up

FerdiS: it's a one hour session

MikeGr: I am Michael Gritten, I teach science at Blue Valley Middle School in Randolph Kansas

BJ: Marcella, when you log out a transcript will be emailed to you

MikeGr: I am doing this as part of my administration in technology class

AlvinD: Hello, I'm Alvin and I am a 7th grade Language Arts teacher with the Department of Defense Dependents Schools here in Japan

FerdiS: . o O (I bet Alvin knows my partner, Janet Murray)

BJ: nice diverse group, Ferdi!

FerdiS: For sure! and Marcella, how about you?

MarcellaM: Hello guys I'm a preservice teacher at the University of Houston.

FerdiS: Great! our hopes for the future are with you!

BJ: one suggestion that might help...

AlvinD: Oh, yes. My classes started Big 6 training yesterday with Janet

MarcellaM: I will be graduating in May of 2004

BJ: click on the actions drop down menu in the top right of your chat window and scroll down to detach

BJ: that will make your chat window larger and easier to read

MikeGr: much better

MarcellaM: guys I can't see what everyone is saying

FerdiS: Well, Marcella, I graduated in 1973, so I can tell you teaching is a great way to spend a career

FerdiS: With that said, let's begin. Even though I have 3 decades of experience, I've been

better able to harness it since I learned about the Big6

FerdiS: How familiar are each of you with this information-based problem solving process?

MikeGr: the big6 is still new to me...please list your big6

MarcellaM: Thank you I have been working with kids for the last eight years of my life and I just love it.

FerdiS: OK, my pleasure

FerdiS: The big6 has identified 6 stages that people go through whenever they succeed in solving an information based problem

FerdiS: You may not do them in order, you may do some more than once, but you'll eventually do them all

FerdiS: Here they are:

FerdiS: First, there is Task Definition (define the information problem, and the info needed to solve it)

FerdiS: Second, there is Information Seeking Strategies (where will you look? what are the best options?)

MikeGr: yes...efficiency in information seeking...

JanetRM joined the room.

FerdiS: Next (third) there is Location and Access (once you've found the book, where is the information in the book...once you've found the website, where is the info you need within the pages)

BJ waves hi to Janet

FerdiS: Hi Janet!

JanetRM: Hi, glad I found you!

MikeGr: hi Janet

FerdiS: Fourth, is Use of Information (like when you take notes, highlight, copy and paste, or otherwise interact with the materials)

FerdiS: Fifth, my favorite and widely accepted as the toughest for students, is Synthesis: organizing from multiple sources and then weaving it into a presentation

JanetRM: Well, of course MY favorites are 2, 3 &4 - but I'm a librarian - what else would you expect?

MikeGr: 5th would show higher level thinking

FerdiS: Sixth (and what distinguishes the Big6 from other methods) is Evaluation: was my product effective? was my process efficient? what did I learn by doing this project and how can I improve?

FerdiS: Well, Mike, I agree, but I'm calling it Deeper Order Thinking Skills (DOTS, not HOTS) but that is another story

FerdiS: This all makes so much sense, that people often think "OK, I've got it. What's the big deal?"

ScottW joined the room.

FerdiS: There are several big deals. First, the Big6 is not linear, it is recursive. You keep going through whatever stages you need to until you've succeeded at your task (step 6 tells you that)

FerdiS: Secondly, the Big6 works at three levels: literal, interpretive and applied. Each time you go back, your level of understanding is deeper, and your effectiveness is greater

ScottW: Hi everyone. I am going to show my students at National Univ. how great

Tapped In is.

FerdiS: As a jazz musician, I'd compare it to the universality of the blues (can't help myself making that connection)

AlvinD: It seems as though it is a system-helping organize a student's often scattered thought process.

JanetRM: I am going to be teaching a seventh grade class in a few minutes - we're focusing on Big6 #1 - task definition today

MikeGr: makes sense

FerdiS: We are blessed to have Janet with us for this discussion. She edited my latest book (which you'll see later) and is lead teacher on the University of Washington Big6 online course

MikeGr: it seems that every step is just as important as the others...it's reciprocal

MarcellaM: how affective is this method

FerdiS: Which tire on your car is most important?

JanetRM: Scott - tell your students that there are two participants from Japan online right now!

MikeGr: the spare?

FerdiS: I feel this method is very affective ;->

AlvinD: Love it! I use a 3 levels guide as the backbone of my instruction.

FerdiS: I was joking about the tire...you need them all!

MikeGr: yes I know...so was I

FerdiS: cool

FerdiS: Tonight, my focus is on the ISTE NETS standards

FerdiS: How familiar with these standards are we?

JanetRM: for teachers? or students?

FerdiS: Well, since we're teachers, I'm starting there....but there are many similarities for both

MikeGr: what schools are proficient with these? Regional or larger school districts?

JanetRM: The first NETS standard for teachers is that they are competent in the standards for students!

FerdiS: . o O (Janet is not letting on that she's author of one of the best resources for using the Big6 to address standards)

MikeGr: I saw a school called Timber Creek that received recognition for their work

FerdiS: I think it was Timber Drive....we featured them in the book, and they were cited in Education Week last week

MikeGr: yes...Timber Drive...

FerdiS: Let me make it somewhat more concrete and practical

SusanR joined the room.

FerdiS: I'll share a few questions based on the standards that have perplexed some of our peers recently

MarcellaM: Is there a website where I can find a list of the standards?

FerdiS: Then we'll see how the Big6 can play a role in solving these challenges....the NETS standards are National Educational Technology Standards, and they come in flavors for students, teachers and administrators

BJ: www.iste.org

FerdiS: Yes, Marcella, let me share a link with you (even though BJ beat me to it)

MarcellaM: Thank you both

FerdiS: please click on this (which is the site that Janet built, so she'll have to see it in the transcript) <http://www.surflinene.jp/janetm/big6info.htm>

FerdiS: Let me know when you are there, OK?

MarcellaM: I'm there thank you

FerdiS: Isn't this a great site? It shows you how each of the Big6 maps to both the Information Literacy Standards, as well as the NETS standards...and it provides sample activities of both basic and advanced levels...you'll want to bookmark this and dive into it in greater depth later

AnnGst34 joined the room.

AnnGst34: hello. this is Ann Walker. I got out of class early. this is my first time in an online chat.

FerdiS: We're discussing the Big6, the national educational technology standards and their interaction in helping move every child ahead

JanetRM joined the room.

MarcellaM: That is a very great website. I will share this website with my classmates if that is okay

FerdiS: Welcome back Janet, we're looking at your Big6/Standards matrix

FerdiS: As author, do you have any thing to say about

<http://www.surflinene.jp/janetm/big6info.htm>

JanetRM: Here's a "real" story ... Alvin D and I are co-teaching this class for which the bell just rang, but he's gonna keep his kids in the classroom for a little longer

JanetRM: About the matrix? What I want people to know

JanetRM: is that many different schema for "contemporary literacy" have connections between them.

JanetRM: What I tried to do is create some of those links, and add some activities *for teachers* that would help them understand how they can use the web for research, along with the Big6 and the standards

JanetRM: Note this is not what I do with the students

MikeGr: I've been looking at it...it seems user friendly enough...even for the nontechy...

JanetRM: thanks. ;-)

FerdiS: Let's see how we can use the matrix to address one or more of the questions that have been challenging our Big6 online class participants....it is a great contribution for which Janet is overly humble

FerdiS: That's why it was my first link tonight

AnnGst34: I looked at the site before and I thought it would be so helpful. I can't imagine how much time it took to put together

FerdiS: No Child Left Behind places these demands on schools and school leaders. See <http://oii.org/ferdi/FiveGoals.gif>

JanetRM: It has actually evolved over time

JanetRM: BTW, there is a link to the NETS standards at the top of the matrix

JanetRM: Anyway, first I just correlated the Big6 with the national info lit standards; I added NETS last year

FerdiS: As you can see, there is no obvious connection to the NETS standards or Information Based Problem Solving

KarenL joined the room.

FerdiS: To a fish, there is no obvious presence of water either

AnnGst34: I am so overwhelmed with NCLB

MarcellaM: I will be teaching in the state of Texas will this method go along with the TEKS?

FerdiS: The Big6 is a way for us to work through the challenges of NCLB or TEKS...because it puts information in context. It puts technology in Context too

FerdiS: Let's see a bit of how. Please click on

<http://oii.org/ferdi/CompCapabilitiesBig6.html>

AnnGst34: that will be so helpful. I am choosing to use the Big6 for a project in my media, methods and curriculum course

FerdiS: Even though this is a bit dated, when you view the tools in context of how they can help facilitate the 6 stages, it makes a bit more sense (and promotes a bit more sensible use of technology)

FerdiS: Since we're archiving this discussion, I'll share another couple links that you may want to revisit later

MarcellaM: Thank you, Every little bit helps

MarcellaM: After the discussion I will take time out to research the BIG 6 and how it is used.

AnnGst34: we just started talking about standards tonight in class. this is great.

FerdiS: You're welcome. This image captures what we mean by 21st century learning skills...as you can see, the core subjects at the right are only a tiny slice of what is needed. The NETS standards (and other documents) point our way to a more comprehensive approach. You'll find this graphic at <http://oii.org/ferdi/21stCenturyLearning.gif>

FerdiS: I'm going to pose a series of question now, and we will democratically decide which to tackle first (on the basis of who types their question the fastest....a tip...refer to them by number and you may win the election)

FerdiS: 1. How do I use technology to support learner-centered strategies that address the diverse needs of students.

FerdiS: 2. How do I apply technology to develop students' higher order skills and creativity.

FerdiS: 3. How do I manage student learning activities in a technology-enhanced environment.

FerdiS: 4. How can I apply technology in assessing student learning of subject matter using a variety of assessment techniques.

AnnGst34: 2. web quests can aid in this

FerdiS: 5. How do I use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.

AnnGst34: 3. students can work in pairs at a computer?

JanetRM: I agree - I'm a big fan of web quests

FerdiS: and finally, (not surprisingly there are 6): How can I apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.

MarcellaM: Have the students partner up

FerdiS: OK, which do we focus on. Let the voting begin

SusanR: I vote for #1

MarcellaM: I agree

FerdiS: This isn't Florida, your vote will count

MarcellaM: Funny

SusanR giggles

FerdiS: silence to assent

AnnGst34: I'm waiting for ideas. I haven't mastered this yet.

FerdiS: This one stumped our students too

MarcellaM: Me too

FerdiS: OK, I teach music. I see all 430 kids in our school. Some are clinically "whacked"

MarcellaM: Music is a difficult subject area for me too

AnnGst34: I watched a Harry Wong video in class tonight but he was talking about multiple choice test questions. I guess you could make up a test to be done online, but that would require a little html knowledge??

FerdiS: I've seen them 4 times this year (once a week) so I'm getting to know who my mainstreamed special needs kids are (diverse learners means everyone but it is a code word for these kids)

FerdiS: Not all technology aided answers involve the computer

MikeGr: there are free hosting sites that allow you to post quizzes and get results...

FerdiS: I might not know about implications for the particular diagnosis of the kids that are challenging me

AnnGst34: Is it a matter of going around the room, looking at what the kids are doing on the computer, and seeing if they seem to be pulling up the information they need?

FerdiS: So my task in this case might be to learn about autism, or learn about ADHD

FerdiS: In one case, it is a matter of how to get the kid to stop dancing around the room every time I play live music in class

MikeGr: is that like asking the fish not to swim when you put them in water?

FerdiS: So my task definition consists of: find out more about the particular kid's learning needs, and, see if there are examples of successful strategies I can use

AnnGst34: Which could mean you, as the professional, finding sources using technology about autism or ADHD to aid you in your lessons?

FerdiS: Mike, the difference is that sometimes the kids are encouraged, not only permitted to dance...this kid has no controls, and actually makes it unsafe for the others (a kid got kicked in the face when he was imitating the Donkey on Grofe's On the Trail from Grand Canyon Suite)

FerdiS: Absolutely, Ann!

AnnGst34: It means being aware of situations in your classroom and trying to find effective ways of dealing with them?

MikeGr: now, that's a problem

FerdiS: Yes, and it means using the power of technology to reach beyond our own walls and our own individually limited experience

MarcellaM: How do you think you will solve the problem?

FerdiS: My wife has been a special ed teacher for 27 years...from her I learned that even a tape recorder can be assistive technology

FerdiS: Marcella, I found out that he loves to play. I talked with his parents, who gave

me blank CDs and I'm recording all the music we will use for the next 2 months...he will listen at home and be our resident "expert" which places him in a different role with the class

FerdiS: not bad for a first grader

FerdiS: The Big6 promotes creativity, eh?

MarcellaM: I also worked with an autistic unit this past summer so I truly agree with your wife.

FerdiS: Step 6 challenges me to figure out how to tell whether what I'm trying is working

FerdiS: Shall we try another? vote again please

MarcellaM: Ferdi, it looks like you're on the right track

FerdiS: . o O (you can scroll up to see what your choices are)

AnnGst34: yeah, tonight I learned that, yes, using audiobooks can be considered as reading, especially for kids who don't have skills to read on their own

FerdiS: Thanks Marcella, I feel more hopeful than I have in 30 years

AnnGst34: next question

FerdiS: Better be careful, or I'll subject you to my latest thinking (it's bottled but not yet ready to drink)

MarcellaM: Sorry guys but I'm unable to scroll up to see the list of questions. What is wrong with my computer BJ?

FerdiS: OK, I'll copy and paste

FerdiS: or maybe not...looks like Safari won't let me copy and paste (score another victory for Microsoft)

FerdiS: 1. use technology to support learner-centered strategies that address the diverse needs of students.

FerdiS: 2. apply technology to develop students' higher order skills and creativity.

FerdiS: 3. manage student learning activities in a technology-enhanced environment.

FerdiS: 4. apply technology in assessing student learning of subject matter using a variety of assessment techniques.

FerdiS: 5. use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.

FerdiS: 6. apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.

JanetRM: I'm sorry I have to say "bye" and go do the Big6 for real ... I'll look forward to seeing the transcript.

FerdiS: Thanks for coming Janet!

JanetRM: my pleasure

MarcellaM: Bye Janet

JanetRM left the room (signed off).

JeffC joined the room.

FerdiS: luckily, I had typed out the questions into a text file before...they weren't sentences, and weren't numbered...but we get creative when forced to

MikeGr: how do emerging technologies affect the big6

JeffC: . o O (Excellent tip Ferdi.)

FerdiS: It's funny Mike, it's not the technology, it's the fit with the purpose

MikeGr: oh, sure...

FerdiS: so right now, I'm experimenting with databases that will work on my PDA (a

Zire71) so that I can manage the assessment data I'd like to capture for each kid

MarcellaM: what type of assessment are you using?

AnnGst34: pda=palm pilot, right?

FerdiS: wireless holds similar promise, as does thin client and a number of other emerging technologies

FerdiS: yes Ann

FerdiS: I'm doing performance assessment. It's based on this model:

<http://oii.org/ferdi/Levels.gif>

AnnGst34: We just became wireless at my school, but I have a lot to learn.

FerdiS: Although I'm starting with music, I've designed it so it can work with any discipline or multidiscipline tasks

FerdiS: the key ideas are: snapshot vs. sequence

MarcellaM: Very good links Ferdi

FerdiS: NCLB takes the snapshot approach (one picture per year)

FerdiS: I want kids to measure their own growth, so I start them out by drawing a line across the blackboard

FerdiS: Then I tell them "there are only 3 places in the universe: above the line, below the line and on the line"

MarcellaM: This is in music class right?

FerdiS: Today, we measured the tempo at which they could keep up by playing an easy rhythm accurately. 4th graders topped out at 240 beats per minute (pretty quick)! BTW, my ADHD first grader holds his grade record at 216!

FerdiS: From this point, the next time we measure this dimension, there will either be growth, stasis or decline

MarcellaM: Isn't that amazing Ferdi

FerdiS: we will correlate this with effort

FerdiS: as measured by practice time

AnnGst34: I hope I get to the high level--that I'm ready to demonstrate baseline skills for the next level. Always reaching higher!!

FerdiS: That's the spirit, Ann!

MikeGr left the room.

FerdiS: Gee, Mike left just before I could say...in the last 8 minutes do you have any questions for me?

FerdiS: While you're thinking, I'll put in a plug for the book Janet and I just completed. It's called Information Technology for Learning: No School Left behind and you can find it at: <http://www.oii.org/IT4L/>

AnnGst34: No. I'm so glad I got a chance to get online tonight and was out of my class in time.

FerdiS: And we have a host of online resources that you can see for free at:

<http://www.oii.org/IT4L/chap5.htm>

MikeGr joined the room.

FerdiS: Our premise is that only by forming teams at the building level can we provide the sustained support required for effective and equitable technology use

MarcellaM: You guys have been so helpful

FerdiS: and we show how to form those teams (you should show this to your principal...it may make your life smoother)

FerdiS: Thanks Marcella

AnnGst34: Actually, I do have a question. How in the world do you have time to author books? That has to be so time consuming...on top of all the web stuff you "guys" have done and the other stuff you have written

AnnGst34: Anything to make my life smoother. Thank you!

FerdiS: Well, actually I'm slowing down now. I find that teaching music in an elementary school is about all I can do

FerdiS: That's why I like TappedIn...it is through conversations that both of us learn!

AnnGst34: Well, I am very impressed.

FerdiS: Thanks so much

AnnGst34: Gotta go let my dog out. Have a good evening. Thanks again!

FerdiS: Each of us changes the world for the students, parents and teachers we touch

MikeGr: gtg...thanks for the info

FerdiS: You're welcome Mike!

FerdiS: feel free to check out the Big6 website...the new newsletter just went live today.

It's at www.big6.com

FerdiS: OK, that's all for tonight folks....our next session will be in October....see you then!

FerdiS: Thanks for joining us....have a joyous, peaceful, safe, productive month ;->

MarcellaM: Thank You

BJ . o O (October 21)

FerdiS: October 21 will find me in Anaheim CA for the NSBA conference, so I'll be sure to book a hotel room with high speed internet

FerdiS: Good night all!