

# Information Problem Solving--Lesson 1 of 5

## Summary

Introduces the students to 'Dr. I' the information guy and is the core for the introduction to a reading unit. It introduces the Big Six basic questions: (1) What kinds of information do I need in order to complete this task? (2) What resources can I use? (3) Where can I find these resources? (4) What can I use from these resources? (5) What can I make to finish the task? (6) How will I know if I did my job well?

## Additional Core Ties

Secondary Library Media (6-12)

[Strand 1:](#)

## Time Frame

1 class periods of 45 minutes each

## Group Size

Small Groups

## Life Skills

Thinking & Reasoning, Communication

## Materials

Dr. I handout (included) that covers using technology with information-solving and information problem-solving.

## Background for Teachers

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These six steps are not only useful in this project. This could be used in almost any curriculum. It could be used as a homework guide for the students as well as helping the students identify tasks required in school. Dr. 'I' is a good way to start the school year. This is a useful model to pattern lessons around in any area.

## Intended Learning Outcomes

The focus of this lesson was on (Step 4) information use. Students will be able to list the 6 steps of information problem solving and tell about each one correctly.

## Instructional Procedures

I used a complete 'Dr. I' man already put together. He was made from colored paper and caught the students attention. It went very well talking about each part of the information guy and what the parts meant. See the Moab Institute table of contents: Task definition included the following questions: When is it due? How long should it take? What format should it take? What must it include? What kinds of information do I need in order to complete the task? Information seeking strategies included the following questions: What resources can I use? Would it be best to consider general references, subject-specific references, human resources, community resources, or databases on local and global networks? Would discussion groups be the best source for seeking information? Location and Access was the next question we looked at. Where can I find these resources? We explored the

resources such as using library catalogs, indexes, abstracts, Dewey Decimal numbers, and keyword or topic searches. Use of information was the next step. What can I use from these resources? This step involves evaluating and selecting information in terms of authority, completeness, relevance, format, point of view, reliability, and timeliness. It also involves using a variety of note taking methods and crediting appropriate sources. Step five is synthesis. What can I make to finish the task? We need to organize the information using webbing, outlines, note cards, graphic organizers, or spreadsheets. We learned to use a presentation format that is appropriate for the task and cite sources of information. Step six is evaluation. How will I know I did my job well? This is the step where the product is judged for effectiveness, completeness, and timeliness. This can be done by the teacher, a peer, or by yourself.

### Extensions

Because the lesson is both a right brain/left brain activity, it was well accepted by my students. The right brain activity being the actual creating of the information guy, and the left brain activity being the learning of the steps and what each one stands for.

### Assessment Plan

Check for student's understanding of the Big Six. Answer these questions: 1. Does the student understand each of the Big Six steps? 2. Does the student complete each step, have the needed information?

### Authors

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