## 1. IFLA Empowering 8 model of Information Literacy

Empowering 8 is an information literacy model that was a by-product of two workshops: the first in Colombo, Sri Lanka in November 2004 and the second in Patiala, India in November 2005. Ten countries participated in the workshops: Bangladesh, India, Indonesia, Maldives, Malaysia, Nepal, Pakistan, Singapore, Sri Lanka, Thailand, and Vietnam. Empowering 8 uses the problem-solving approach for resource-based learning.
Information literacy skills embedded in Empowering 8 are the ability to:
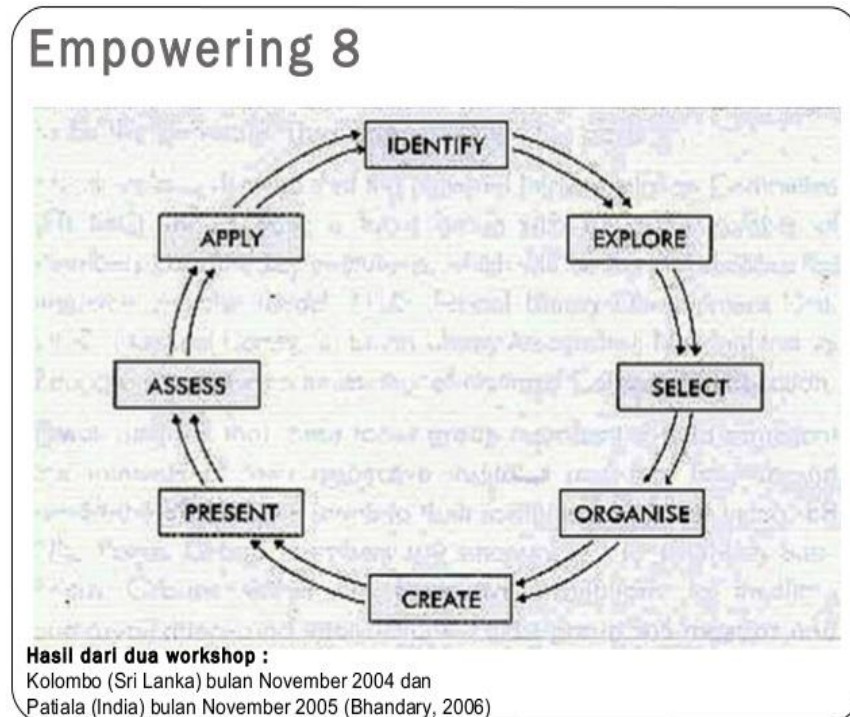
(1) Identify
        (a) Determine the topic or subject;
        (b) Determine and understand the audience;
        (c) Choose the relevant format for the finished product;
        (d) Identify key words;
        (e) Plan a search strategy;
        (f) Identify different types of resources in which information may be found.

(2) Investigate/Explore
        (a) Find the resources that match the selected topic;
        (b) Find the right information to the selected topic;
        (c) Do interviews, field trips or other outside researches.

(3) Choose/Select
        (a) Select relevant information;

(b) Determine which sources are too easy, too hard, or average;

(c) Record relevant information through notes or create visual organizers

(d) Identify the stages in the process;

(e) Gather the appropriate citation

(4) Set/Organizing

    (a) Sort the information;

    (b) Distinguish between facts, and fiction opinions;

    (c) Check for bias in sources;

    (d) Sequence information in a logical order;

    (e) Use visual organizers to compare or contrast information.

(5) Make/Create

    (a) Prepare information in one's own words in a meaningful way;

    (b) Revise and edit on one's own or with a peer;

    (c) Finalize format bibliographies.

(6) Attend/Present

    (a) Practice for presentation activity;

    (b) Distribute information to the right audience;

    (c) Display information in the appropriate format to suit the audience;

    (d) Create and use equipment properly.

(7) Assess

    (a) Receive feedback from other students;

    (b) Self-assess an individual's performance

    (c) Reflect how well they have done;

    (d) Determine whether the new skills are learned;

   (e) Consider what can be done better next time.

(8) Apply

    (a) Review the feedback and assessment provided;

(b) Use the feedback and assessment for subsequent learning activities/tasks;

(c) Try to use the acquired knowledge in new situations;

(d) Decide what is in other subjects of these skills that can be used;

(e) Add products to its portfolio of production.

2. The Big6 Overview

The Big6 is an information and technology literacy model and curriculum created by educators **Mike Eisenberg and Bob Berkowitz**, who each have a background in information science. It has 6 stages or steps, and there are **two sub-stages** for each main one. It has become the most popular approach in the world for teaching information and technology skills. The Big6 has been implemented in thousands of schools from K through higher education and is often referred to as an information problem-solving strategy, since it can be applied to a variety of tasks. (Eisenberg) It is truly needed in today's world where we are often overwhelmed with information**. Richard Wurmans** book **Information Anxiety** says that our **daily New York Times** has more information in it than **Christopher Columbus** would have seen in his whole lifetime, but do we have the skills to mentally process all of this input? How do I find what I need in a sea of articles, books, and the websites that are added to the internet at a rate of thousands per minute? How do I know which sources are understandable and reliable and which are not worth my time? Whether it be something as complex as testing a new scientific theory, or something as simple as choosing which movie to rent, I have lots of information available to me and a massive amount of choices to make. I may not know where to begin. Also, information by itself is meaningless- but when applied properly and in context, it becomes a powerful tool. (AT & T Knowledge Network Explorer, 2007).

Figure 1. The Big Six Information Skills (Eisenberg & Berkowitz, 1990)
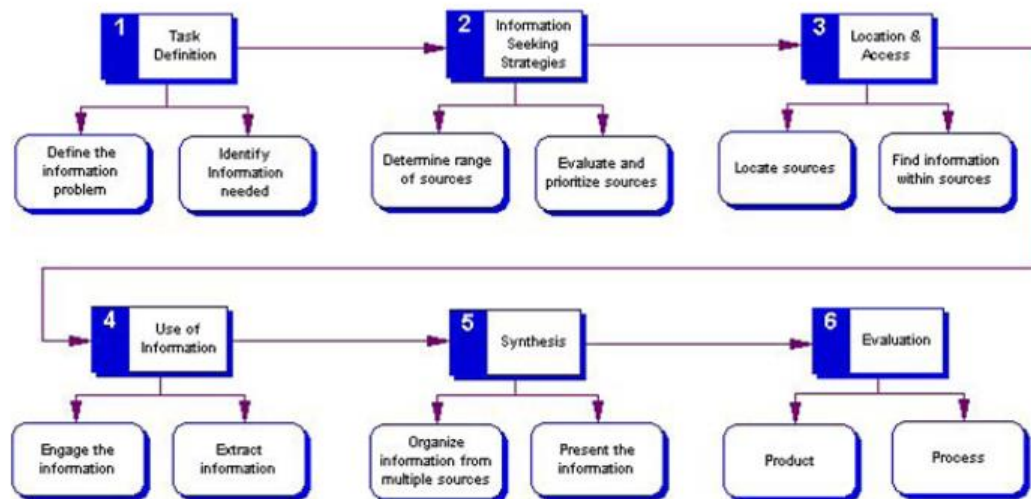
Task definition requires students to identify the exact information problem presented to them. They must also identify the types of information needed in order to solve the problem. They must have a clear hypothesis, a specific question, and a clear understanding of what is needed in order to answer that question. The *information seeking strategies* stage requires students first to identify all the possible sources of information, and then to evaluate each source to determine which are best for them to use. For instance, while one possible source of information about the planet Mars is to go to Mars, a more feasible and higher quality source would be a detailed Web site created by NASA, based on the Mars exploration expeditions.

The next two steps, *location and access* and *use of information,* are comprised of traditional bibliographic skills. Students must not only find individual resources such as books, magazines, reference materials, and Web sites, but also find the information within each source through the use of tables of contents, indexes, and other resource-specific tools. Next, they must engage each source (read, view or listen) and extract specific information from it through the application of note taking, highlighting, and summarizing.

Synthesis requires students to make a decision, create a product, or formulate an answer. Synthesis is linked to task definition in that students are expected to answer the specific question they created when initially engaging in the problem-solving process. Finally, *evaluation* requires students to evaluate not only their final product (whether it is a decision, paper, etc.), but also to evaluate how well they performed the information problem-solving task.