



# Media Musings

## The Big6 adopted as RBHS Research Model

Everyone is called upon in their daily lives to make decisions and solve problems. What shall I fix for Thanksgiving dinner? What should I do on Friday — sleep in, go shopping, clean up the house, read a book, or play with the kids? Our students also learn to weigh options and make decisions. This process, with which they are very familiar, often fails them when they are faced with an academic research challenge. We have observed many examples where students are sitting at a computer to “do research,” but when asked what they’re looking for, they may answer anything from “I don’t know,” to “I’m looking up pollution.” Well, what about pollution are you interested in learning? And *then* they say either “anything” or “I don’t know.”

How can a student know if they’ve found IT when they’re not sure what IT is?

And with the huge glut of information available on the web, they really must be very clear about their research goals before they sit down to search.

We DO live in an information age, and we must educate our students to manage and filter the

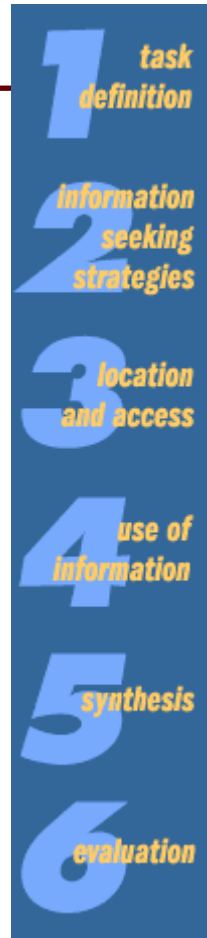
overload of information to fit their needs. They can only do that if they know what their needs are.

The Big6 is only one of several models that help students to approach an information problem in an organized way. The steps in the Big6 are listed to the right. In short, students first define what they hope to learn, and break the topic into subcategories. They brainstorm ideas about where they could reasonably expect to find answers to their questions and eliminate dead-end options. And only then do they go to a computer (or a book, or magazine, or database, or encyclopedia, or actual person) to locate and access information, read or listen, take notes, outline, and so on. Putting the information together into a new format follows, along with an evaluation of what worked and what didn’t. For more information, visit [www.big6.com](http://www.big6.com)

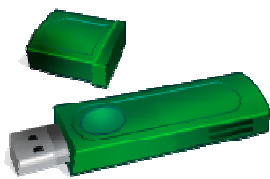
Alicia Duell and Doreen Fritz are anxious to implement this research model for all RB students and teachers, to create a common language and

expectation. You may wish to speak to Mark Gouwens, Rachel Bernstein, Cathryn Center, Susanne Grady, or Wendy Cassens about their recent successes with using the Big6 model.

Call the library (ext. 120) to collaborate on a research assignment for your class.



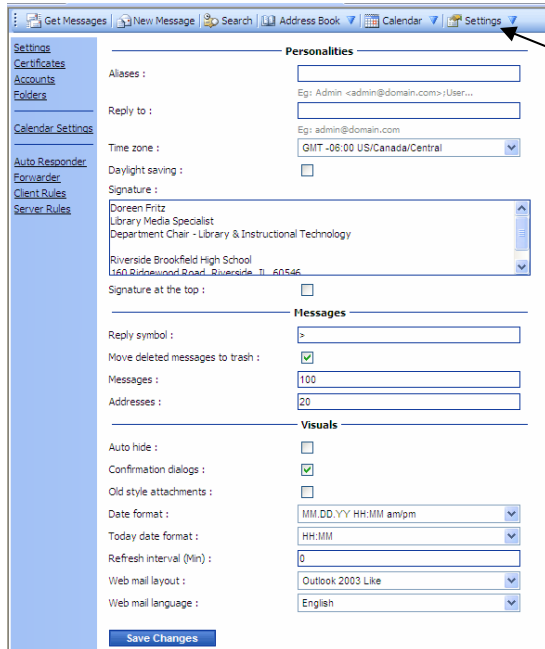
### #1 tip from the Technology Department



If you haven’t already done so, go out and purchase a flash drive (also known as a thumb drive, jump drive, or travel drive). Use this rather than e-mail to

transport your files from home to school. It also will serve as an additional and easily-accessible backup for your files.

## E-mail tricks: customize your account



Step 1: Click on **Settings**

Have you visited the e-mail Settings page? There are several things you can control.

- You can change the look (i.e. background and layout)
- Create a signature file (something that will appear at the bottom of every message you send)
- You can specify how many incoming messages to list on a page
- Select the format for the date as it is displayed for incoming messages

- Set the time zone so that your incoming messages are correctly labeled.

GMT -06:00 US/Canada/Central

- Return to “Get Messages” and create a new folder—call it SPAM (hover your mouse beneath the existing folders on the left, and right-click)
- Go to Settings — Client Rules. Click on Add. Make sure that the word SPAM appears in 3 places: name of filter is SPAM, Subject contains SPAM, and Move message to SPAM. Then click on Add Filter.

Any questions? Call Doreen Fritz, ext. 117, or Deb Friedman, ext. 123.

MM.DD.YY HH:MM am/pm

## Video from the Web for Classroom Use

**Great News:** there is some excellent instructional content on the web that is full-motion video

**The Problem:** transporting full-motion video across our data network when many people are using the network slows it down for everyone.

**The Solution:** Complete a Video Request Form, and your video will be

downloaded in off-hours and saved in a format that you can use directly on your classroom computer (i.e. you don't need the network to play the video).

The forms are available in each of our computer labs, or in the boxes across from the

mailboxes in the district office. Or you could download a form from the Library & Instructional Technology department webpage.

*You-Tube and Google videos have some great videos to use in government, health, and other classrooms*

Plan ahead so that you can get the videos you need in time for your lesson.

## Websites for Student Clubs/Activities

Several RBHS clubs have created webpages to help promote their activities, to record successful events, and to communicate with their members. You can also use Edline to send notices to members if there are specific students who participate. Webpages are visible to all, can be more colorful, and provide contact information for all sponsors or others

responsible.

How to make your own club's webpage:

- Design your own
- Have a student do it for you
- Contact Doreen Fritz (ext. 117) or Alicia Duell (ext. 121) for assistance.

