

Information Literacy Models and Comparison Chart

The following are models for Information Literacy that are generally the most widely used across the United States. Many places develop their own stages based on one of these models.

The Big6 (Eisenberg and Berkowitz, 1990.) - www.big6.com

Developed by Mike Eisenberg, Professor of Information Science at Syracuse University and Bob Berkowitz, a practicing library media professional in Syracuse, New York. One of the most well known models in the field and is being taught widely to students as a guide for their research, especially at the K-12 level. The Big 6 steps include: task definition, information seeking strategies, location and access, use of information, synthesis, and evaluation.

Information Search Process (Kuhlthau, 1989.)

http://library.humboldt.edu/ic/general_competency/kuhlthau.html

Developed by Carol Kuhlthau, Professor of Library and Information Science at Rutgers University in New Jersey. This model shows how users approach the research process and how a users confidence increases at each stage. These stages include initiation, selection, exploration, formulation, collection, presentation and assessment.

Stripling and Pitts Research Process Model (1988)

<http://witloof.sjsu.edu/courses/250.loertscher/modelstrip.html>

This model guides students through the stages of creating a research paper. The 10 steps begin with choosing a topic and end with creating and presenting the final topic.

Pathways to Knowledge Information Skills Model (Pappas and Tepe, 1995.)

<http://www.pathwaysmodel.com/the-model/>

Teaming with the Follett Software Company, Professor Marjorie Pappas and Follett's Director of Curriculum Ann Tepe developed an elaborate model of information literacy complete with recommended strategies, forms of expression, and methods of teaching and learning embedded in the model. The stages in this model include appreciation, pre-search, search, interpretation, communication and evaluation.

NOTE: See the back of this sheet for a graphical comparison of these models.

TIP: The most recent review of the information literacy research was completed by David Loertscher and Blanche Woolls, both professors in the School of Information and Library Science at San Jose State University. They wrote a very informative article updating the research regarding models of information literacy which is online at:

<http://witloof.sjsu.edu/courses/250.loertscher/modelloer.html> (1998).

This article was the framework for the book, *Information Literacy: A Review of the Research* (2002). Hi Willow Research and Publishing. (www.lmcsource.com).

Comparison of Information Literacy Models

Eisenberg/Berkowitz Big6 Information Problem Solving	Kuhlthau Information Seeking	Pitts/Stripling Research Model	Pappas/Tepe Pathways to Knowledge
1. Task definition 1.1 Define the problem 1.2 Identify information requirements	1. Initiation 2. Selection 4. Formulation of focus	1. Choose a broad topic 2. Get an overview of the topic 3. Narrow the topic Choose a broad topic 4. Develop thesis/ purpose statement	1. Appreciation
2. Information seeking strategies 2.1 Determine range of sources 2.2 Prioritize sources	3. Exploration (investigate information on the general topic)	5. Formulate questions to guide research 6. Plan for research and production	2. Presearch <ul style="list-style-type: none"> • Develop overview • Explore relationships
3. Location & access 3.1 Locate sources 3.2 Find information	5. Collection (gather information on the focused topic)	7. Find, analyze and evaluate sources	3. Search <ul style="list-style-type: none"> • Identify information providers • Select information resources & tools • Seek relevant information
4. Use of information 4.1 Engage (read, view, etc.) 4.1 Extract info		8. Evaluate evidence, take notes, compile bibliography.	4. Interpretation <ul style="list-style-type: none"> • Interpret information
5. Synthesis 5.1 Organize 5.2 Present	6. Presentation	9. Establish conclusions/organize information in outline 10. Create and present final product	5. Communication <ul style="list-style-type: none"> • Apply information • Share new knowledge
6. Evaluation 6.1 Judge the product 6.2 Judge the process	7. Assessment (of outcome/process)	[Reflection point – is the paper/project satisfactory]	6. Evaluation <ul style="list-style-type: none"> • Evaluate process and product