

Title of Session: The Big6 - Transition

Moderator: Ferdi Serim

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Room: Arcade Conference Room

BJB2: Welcome to the Big6 discussion with Ferdi Serim

BJB2: we usually start discussions in Tapped In with introductions

BJB2: I'm an art teacher in Pennsylvania

FerdiS: I'll go last ;->

SaraGA: I'm an independent ed consultant in Berkeley, CA

DavidWe: I help teachers learn more about math and science and technology

VeronicaO: I am Veronica, an 8th grade Bilingual teacher

KimZB: I'm a first grade teacher in VA

FerdiS: I'm a recycled music teacher, now on my seventh career in one lifetime

FerdiS: How many of us knew we'd end up doing what we're doing now, back when we were the age of the kids we teach?

VeronicaO: I did all sort of things before being a teacher

FerdiS: If you didn't think you'd be an educator, what did you imagine at that age?

DavidWe: . o O (ooh!)

FerdiS: OK, you only have to admit the legal, proper things

VeronicaO: yeah

DavidWe believes in 5th grade he wanted to be Walt Frazier, a guard for the New York Knicks

ChantaratP joined the room.

SaraGA: I was going to be a nurse until I flunked my first college science class!

VeronicaO: In 7th grade I wanted to know all about history

DavidWe: It was the teaching, Sara, not you

FerdiS: Hi Chantarat! we're sharing our ideas of what we wanted to be when we were the age of the kids we teach now

SaraGA: You are so kind....

FerdiS: Yes, Sara, we all bump up against the edges of our expectations

ChantaratP: Hi everyone particularly Ferdi

SaraGA: and being in college rather than high school had something to do with it, too.

FerdiS: There is a reason I'm asking this....because right now teachers all over New Mexico are beginning to do so as well

FerdiS: Not because we're all leaving our jobs, but because of the new job we've been given

DavidWe listens

SaraGA: and seeing how many career changes will be necessary for today's kids influences how and what we're teaching?

FerdiS: The legislature passed a law last year requiring that every NM student have a "Next Step Plan", which is like the transition plan IDEA requires of all SPED students

SaraGA: I don't know about IDEA and SPED students....

BJB2: interesting, Ferdi. I'm taking an online class on transition related to IDEA

FerdiS: Not only that, but it is first developed in 9th grade, and then updated every year, with parents and counselors, so that the courses kids sign up for get them ready for their goals, and their interactions in the community provide "real world" experiences

BJB2 . o O (sped = special ed)

VeronicaO: I knew about that but for Special Ed kids, something like life after high school

DavidWe . o O (and IDEA?)

FerdiS: Oh yeah, and part of my new job is to coordinate the NextStep plan project for NM

FerdiS: So, put on your predicting hats...who can predict why I might turn to the Big6, and why I thought it might make a good topic for this evening?

SaraGA: because knowing how to evaluate and use information is critical.

DavidWe smiles

FerdiS: IDEA=Individuals with Disabilities Education Act, which funds all of special ed

VeronicaO: gives you a plan to follow through

DavidWe thanks Ferdi

SaraGA: thanks for the definitions.

FerdiS: Very good....we're on the same wavelength

FerdiS: It's funny, but most of the kids have very little idea of what their options are

FerdiS: And even fewer of the teachers feel confident about guiding their students through the process

DavidWe: Do you think that this is particular to New Mexico, Ferdi?

SaraGA: Nooooo!

FerdiS: In our schools, in 9th grade, each teacher selects 9 or 10 kids, and will counsel them all the way up through graduation....there aren't enough school counselors to give services to all students

FerdiS: No, David, I think it's pretty widespread (except in Princeton where everyone knows which Ivy League school they'll attend)

FerdiS: Compounding the matter is the tricky little fact that two-thirds of the jobs our students will work at haven't been invented yet!

SaraGA: So being able to produce as well as consume information effectively is vital.

DavidWe knew there was a reason that Ferdi left Princeton

FerdiS: So I need to turn to the Big6, because it is a problem solving strategy/process for any problems that are based in information

FerdiS: For fun, instead of my usual habit of projecting inspiration graphics one at a time, I pulled a web page together that lets you do it yourself, in sequence...let's see how it works

FerdiS: I'll show you the page, and then let's work our way down each link in the remaining time, using the chat area to discuss what we think, eh?

FerdiS: So without a drum roll, here is the link:
<http://oii.org/ferdi/NextStep.html>

FerdiS: If you've clicked on the first link, you see a few of the career clusters. There are 16 of them in all, which cover just about every job on the planet. Later you may want to visit www.careerclusters.org

FerdiS: How do you think 21st century skills play into the careers you see on your screen?

FerdiS: Let me put it another way: can you imagine working in any one of these fields without 21st Century Skills?

BJB2: collaboration and teamwork are important in all of those careers

SaraGA: No, you need them, and I'll bet you'll need them for whatever comes up in the next century and beyond!

FerdiS: Let's go backwards to go ahead....click on your back button to go to <http://oii.org/ferdi/NextStep.html> and look at the next two as well

FerdiS: Ladies and gentlemen of the jury, may I rest my case? Even if you're going to visit Amish country, you're going to book your hotel with a computer based reservation system

SaraGA: Hear, hear!

FerdiS: Now I'd like to focus in on just four of the 16 career clusters, because we have an initiative coming up that will double the number of School Based Health Centers in NM

DavidWe wonders what a "School Based Health Center" is

DavidWe . o O (clinic in a school?)

FerdiS: We have some very rural/remote places where you're not going to make it to the hospital if something really bad happens. To increase health services in these areas, they're going to put in something like mobile trailers, hooked up to high-speed Internet so they can do telemedicine, and pay for it by being able to bill Medicare

SaraGA: Wow!

FerdiS: In these communities, suddenly there will be trained professional health workers, as well as opportunities for mentorship

VeronicaO: what school level would the practitioners be?

FerdiS: So how would opportunities for Health Sciences, Hospitality, Education and Human Services expand? Most of the centers will be in High Schools, but in some cases all three levels are in the same or adjoining buildings, so it would be the building in "best shape"

FerdiS: Veronica, now the practitioners are school nurses/aides who come out on a weekly basis

FerdiS: Let's see how the Big6 can help...please click on the link for Task Definition

FerdiS: Whether it's a teacher or a student, we have to define the information basis of our problem. For each of them, they may need to know what's involved in any one of the professions listed...and they can find that in many ways

FerdiS: Without Task Definition, the unbounded nature of significant questions is often too much of a barrier for students (or teachers!)

FerdiS: Anyone out there had that experience?

SaraGA: Oh no; never.

DavidWe grins

FerdiS: Y'all are so wicked

FerdiS: OK, so let's say I've decided my task is to learn about the options my students may soon have

FerdiS: Next I need to apply Information Seeking Strategies (your cue to put up the next link)

FerdiS: We brainstorm at this stage, and then narrow to focus in on the most promising candidates....who can name a couple strategies students might try

(for this scenario, or any other that involves charting their pathway to a future)

SaraGA: I'm getting more and more fond of KWL tools, particularly those that also ask how do you know you know....

FerdiS: Having a process that you like and use is more important than which particular one you prefer....

DavidWe feels a little lost

FerdiS: Sorry about that David....I feel a little responsible, so let's move forward

DavidWe: No problem, just not sure what comes next

FerdiS: Let's say I've decided that I want to learn a little background about these careers and then talk to someone who's actually doing them. As David Thornburg said to me at breakfast last week "I want to go to the barber that the barber goes to, or the plumber who does the plumber's plumbing, and ask them what it takes to succeed"

FerdiS: Our kids should be able to get these perspectives too, and it means working outside the classroom walls

DavidWe . o O (or bringing working people INTO the schools)

SaraGA: Another powerful use of the online world--as David says, bringing folks in--in person or via the Web.

FerdiS: That's Location and Access (deciding on sources, then finding the information), and it leads to the next stage Use of Information, where we actually engage with the information (whether it's print, online, in person, or any combination)

FerdiS: So teachers who understand how to use their 21st Century skills are able to provide richer experiences for their students in ways that can change their lives? That is too cool!

SaraGA: Ferdi, are the two parts of each step from the original Big6 folks, or your clarifying additions?

FerdiS: Great question Sara! There are the Big6 and the little 12...each of the Big6 has two sub-parts

SaraGA: Ahhh. Thanks.

SaraGA: And they seem to address that consume/produce duality....

FerdiS: By the way, all of the symbols you see on your screen are inside every version of Inspiration since 7.0 (I just checked last night and they're still in 7.6)...you'll find them in the "process" library

FerdiS: As far as duality, there are three kinds of people

FerdiS: those who can count, and those who can't

DavidWe . o O (duality == 3 parts?)

SaraGA: yuck, yuck, yuck.

FerdiS: not all jokes are funny, David

DavidWe tries for a rim shot on the drums

FerdiS: And that, friends, brings us to stage 6: evaluation

FerdiS: How funny was I? How could I be funnier? Maybe I should drop "funny"? These questions allow me to improve for next time

FerdiS: Stages 5 and 6 are the dirty little secrets that have incredible influence on why our students don't achieve at higher levels

FerdiS: Synthesis has been shown to be the skill without which students can't succeed at challenging work

FerdiS: It is far too late for them to start in High School, they need to develop these intellectual muscles at an earlier age

SaraGA: The new resurgence of Bloom gets at this, too....

FerdiS: And evaluation is externalized, and decontextualized until students confuse a score with their intellectual capital

SaraGA: And I think having kids engage in synthesizing and reflecting is fun--they really get to be part of a full process of learning.

FerdiS: So I now realize that the link I skipped would work better at the end...so I'll copy and paste it here in a moment, and then look forward to your comments

FerdiS: Please take a look at <http://oii.org/ferdi/21stCenturyLearning.gif>

FerdiS: If we do the Next Step process using the Big6 skills, can we address all of these areas? I sure hope so, because I'm betting the farm on it!

FerdiS: What do you think?

SaraGA: Pretty cool. Thanks for laying these dimensions out so clearly!

FerdiS: You're welcome! I'm glad that it's helpful!

FerdiS: New Mexico is at the bottom of too many lists....economic development is hampered by poverty and low educational attainment

FerdiS: although we spend more of our state's budget on education than most others, the pie is so small that kids suffer for opportunity, as do teachers (although that is changing)

DavidWe: I was just in Idaho. I think it is true there as well

DavidWe . o O (at least in northern Idaho)

SaraGA: California is not so great either.

FerdiS: Yet we see the digital opportunities as a way for our kids to leap ahead, and to be a part of creating opportunities that never existed before. It's a pretty exciting time to be here, and I encourage you all to come check it out some time

FerdiS: In the next few sessions, I plan to go in depth, in sequence, with each of the Big6 (and their respective members of the little 12)...so next time my task is all about Task Definition

DavidWe hopes to make a constructive comment

FerdiS: Please do!

DavidWe: I get lost in the Big 6 jargon sometimes. I apologize for not reviewing it more closely.

FerdiS: or at least constructivist

SaraGA: Are the future sessions already listed on the calendar?

FerdiS: I understand, David. One of the advantages is that it provides a common vocabulary for the 80K people who've been trained in the Big6, just like the blues lets jazz musicians jam with each other before they even know each other's names

DavidWe nods

FerdiS: Generally, Sara, they are the third Tuesday of the month

SaraGA: Thanks!

BJB2: The next Big6 Session is February15, pending Ferdi's approval

FerdiS: We started our legislative session today, so I was pretty sure I wouldn't get pre-empted, and I'll take a chance on Feb 15 too, even if I have to do this from my desk at work!

SaraGA: Tuesdays are usually tough for me (I've got another class). Are these chats archived anywhere?

FerdiS: March is a long shot though :-<

DavidWe: Yes, Sara, they are archived

FerdiS: Yes Sara, you get a transcript just for showing up!

SaraGA: Cool! Where can I find them????

BJB2: yes, Sara. About a week after the session at www.tappedin.org/transcripts

SaraGA: Thanks!

BJB2: Thanks, Ferdi.

FerdiS: You're welcome...thanks for stopping by!

DavidWe thanks Ferdi

BJB2 waves goodnight

SaraGA: Gotta go--thanks, Ferdi, David, BJB, Veronica--see you next time!

DavidWe: Ciao, Sara