Using a variety of strategies, teacher–librarians teach this process so that students understand from the beginning where they are heading, providing them with a 'map' so to speak. As a visual reminder, the map of this four-stage process is displayed on the folder, with a list of specific research actions for each stop along the way. For example, Stage 3: Process Information lists actions such as: 1) think critically as you listen, observe, read, view, 2) make value judgments: question the authority, relevance, point-of-view and accuracy, 3) record only information to answer your question or support your thesis, and 4) sort and record using organizers and outline headings. If students get lost in their research journey, the map is ever present to guide them in the right direction.

REFLECTION FOR GROWTH:
THE TRAVEL DIARY

Teaching students the importance of reflection and how to reflect develops their metacognitive process. This "heightens awareness and commitment to critical assessment of student learning" (Herbert, Elizabeth, 1997, 70). Just like travel dairies, reflections should address both the journey's progress and feelings of the student throughout it. Kuhlthau (1994) reminds us how important it is to acknowledge students' feelings; not only their frustration, confusion, uncertainty, but also their confidence, accomplishment and excitement. When students understand that a full range of emotion is often integral to finding the right information, grappling with ideas, forming a focus and presenting the new learning, they learn the importance of persistence. And in the case of less academic students, acknowledging and monitoring these feelings often prevents them from becoming overwhelmed with research and losing confidence.

At the beginning, students reflect upon prior experiences of research and analyze their existing strengths and weaknesses when doing research. For some students, difficulties arise in locating information; for others it is putting together the final product and for others it is knowing what information is worth keeping.

Sharing this information during conferences with teachers and teacher-librarians helps students clarify their thinking and develop a realistic plan for improvement. When students reflect upon the process, assess their progress and set

goals to improve, they take more ownership of their learning and gradually move to becoming more independent learners.. This kind of reflection should be formally and informally done after each stage of research.

ASSESSMENT AND EVALUATION:
THE PHOTO ALBUM

The portfolio is important in the assessment and evaluation of both the research process and product; it is proof of the journey and the scenic tours along the way. By including a detailed criteria for assessment in the portfolio, students are informed from the start how they will be evaluated. In the portfolio, all aspects of the journey are documented.

The teacher-librarian and teacher can assess the thesis statement, print-outs of resources, point-form notes, reflections, skeletal outline and drafts. The research portfolio is also valuable when meeting parents to discuss student progress. Parents can clearly see student development and progress.

BENEFITING STUDENTS AND TEACHERS

Inquiry and research is a complex process; it is an "interplay of thoughts, feelings and actions." (Kuhlthau, February/March 1999, 3). Using research portfolios benefits both students and teachers. For students, it reminds them of the stages of research, recommends reflections at each stage, highlights assessment, and becomes the vehicle for meaningful dialogue at conferences. For teacher-librarians and teachers, using a research portfolio sets the tone of the project as an essential learning experience. For all parties, it honours both the process and product of research. It can also be a "window into the students' head; a means for both students and staff to understand the educational process at the level of the individual learner" (Paulson, Paulson, Meyer, 1991, 173). The research portfolio documents the journey of academic growth and is evidence of the power of collaboration: students, teacher and teacher-librarian working together to create the very best learning experience. ∎

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