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Student work tended to be of very high quality and was reflective of student interest and the dynamic learning that took place. Additionally, our staff learned numerous lessons as our experience grew. We progressed from six weeks on our first project to one week on our later projects. Small expert groups of class volunteers worked with the teacher/teacher-librarian to determine the content of the Web site and to allocate roles for group members. A streamlining of the process took place, including such ideas as having a small group of students create a Web site template before groups began to work on their Web pages. Web page templates were provided on disk, which made it much easier for the other students to complete their work efficiently. Much of the student work was completed on a word processor, and then pasted into the Web page to be formatted. Students were able to complete work within a week.

Additionally, it was made very clear from the onset that due to safety concerns, all student work could only feature first names to identify contributions. Another consideration was that arrangements needed to be made for expert team members to receive student release time from class for part of a school day. This allowed them to work in the school library to access the technology necessary to complete the Web site, and to work productively in a small group setting with the mentorship of a teacher.

For each project, the students in our high school classes rotated the webmaster role, with one student being responsible for being a liaison between the students and a key staff member. There was also a lead student for each Web page and section of the site, who would report back to the webmaster. This process worked extremely well, functioned to reduce the demands on our staff members, and promoted leadership and responsibility amongst our students.

Another important realization was that student reflections needed to be gathered regarding feedback on three main aspects of the project: the in-class process, student thoughts on the integration of technology, and student feed-

back on the Web site development component. Finally, arrangements had to be made to gain access to server space, which in our case was one of our School Board's servers, so that we could ensure our Web site would be accessible for a minimum of 18 months.

Student and staff involvement in the SchoolNet GrassRoots Program at St. Augustine C.H.S. has involved considerable work, but it was well worth the effort. The program is an excellent initiative that is available to Canadian teachers and students. Class work is highlighted through a different medium, and as students love to see their work posted (especially on the Internet), participation in such a project is a wonderful way to heighten interest in Ministry curriculum and classroom learning.

Showcasing student work through a Web-based focus helps to promote collaboration between students, classrooms and schools. In our case, we found that the implementation process kept getting easier with the completion of each new component project. As teacher-librarian, involvement in this type of initiative helped to highlight a number of my essential roles: instructing students in the Inquiry and Research Process, promoting the development of competent Information Technologies Skills, and facilitating the development of information literacy skills.

The Mathematics-Library Block Project was so successful at our school that staff are already busy planning and working on another GrassRoots Block Project, this time with Science-Library collaboration, entitled *Controversies in Science: Exploring Current Scientific Issues Through Inquiry and Research*. This project will involve the participation of eight teachers and 10 classes with students from grade 9 through to grade 12. The ability to participate in exciting initiatives such as these continues to foster community, learning, and collaboration among students and staff. I would highly recommend exploring the possibility of beginning a GrassRoots Project at your school. It is a great way to reinforce the role of the teacher-librarian and the School Library Information Centre! ■

WORKS CONSULTED

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