

Beyond guidelines and procedures

PREPARING COPY CATALOGERS FOR RDA



ALCTS Copy Cataloging Interest Group Meeting
ALA Annual Conference and Exhibition, June 25, 2011

PREPARING COPY CATALOGERS: RDA

Scope

- Planning for RDA training from an administrator's perspective
- Advice for presenting RDA to facilitate learning and understanding

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Setting the stage

Training the Administration

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Why learn RDA now?

- More and more libraries will be changing over to RDA
- RDA concepts and navigation in the Toolkit are complex
- RDA cannot be learned quickly

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Training the Head of Technical Services

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What the Head of Technical Services will need to know

- FRBR/FRAD/FRSAD
 - Intellectual base
- RDA
 - Work with the trainer as he/she learns

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What the Head of Technical Services will need to know

- Make policy decisions that work with the entire TS workflow
 - Rules, exceptions, and the LC Policy Statements
- Be prepared to work with the Head of Cataloging and Authorities Librarians

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Training the Trainer

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Who will be the Principal Trainer?

- Flexible learning style
- Gift for rule interpretation
- Imagination
- Writer of documentation & cheat sheets

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Opportunities for the Trainer

- Ultimate – have a training budget!
 - Preconferences, webinars, workshops
- Real World
 - Free webinars and other resources
- RDA
 - Toolkit and a print copy available to accommodate trainer's learning style

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Learning RDA

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Acquisition and Retention

1. Sight read
2. Practice
3. Rehearse
4. Perform

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Acquisition and Retention

- Connect bits of knowledge
 - FRBR terminology
 - RDA Toolkit
 - RDA instructions
 - Library of Congress Policy Statements

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Acquisition and Retention

- Repetition, repetition, repetition
 - Use FRBR terminology, often!
 - Cite parallel AACR2/RDA instructions
 - Attend any training available

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Acquisition and Retention

- Submit cataloging for review
 - Learning by doing is essential
 - Provide a safe environment to ask questions
 - Learning is more important than perfection
 - Feedback promotes confidence
 - Learn from our 'attempts' at understanding

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Acquisition and Retention

- Cataloging independently
 - Confidence-- not just in their knowledge of new instructions, but in their *understanding* of them
 - Justification of what we do by aligning with FRBR
User tasks: Find/Identify/Select/Obtain

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Different Thinkers, Different Learning Styles

- Intelligences: Aural, Visual, Spatial, Linguistic, Logical-mathematic, Kinesthetic, Musical, Interpersonal, Intrapersonal, Perceptual

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Different Thinkers, Different Learning Styles

- Learning styles: auditory-musical, visual-spatial, verbal-linguistic, sequential, kinetic, social, and solitary

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Different Thinkers, Different Learning Styles

- Auditory learners – Spoken
- Verbal-linguistic – Written
- Sequential learners – Ordered
- Visual-spatial learners – Illustrated

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Different Styles: Auditory & Verbal

A Work, which is an intellectual or artistic creation, is realized through an Expression, which is an intellectual or artistic realization of a work. An Expression is embodied in a Manifestation, which is a physical embodiment of an Expression. A Manifestation is exemplified in an Item, which is a single exemplar of a manifestation.

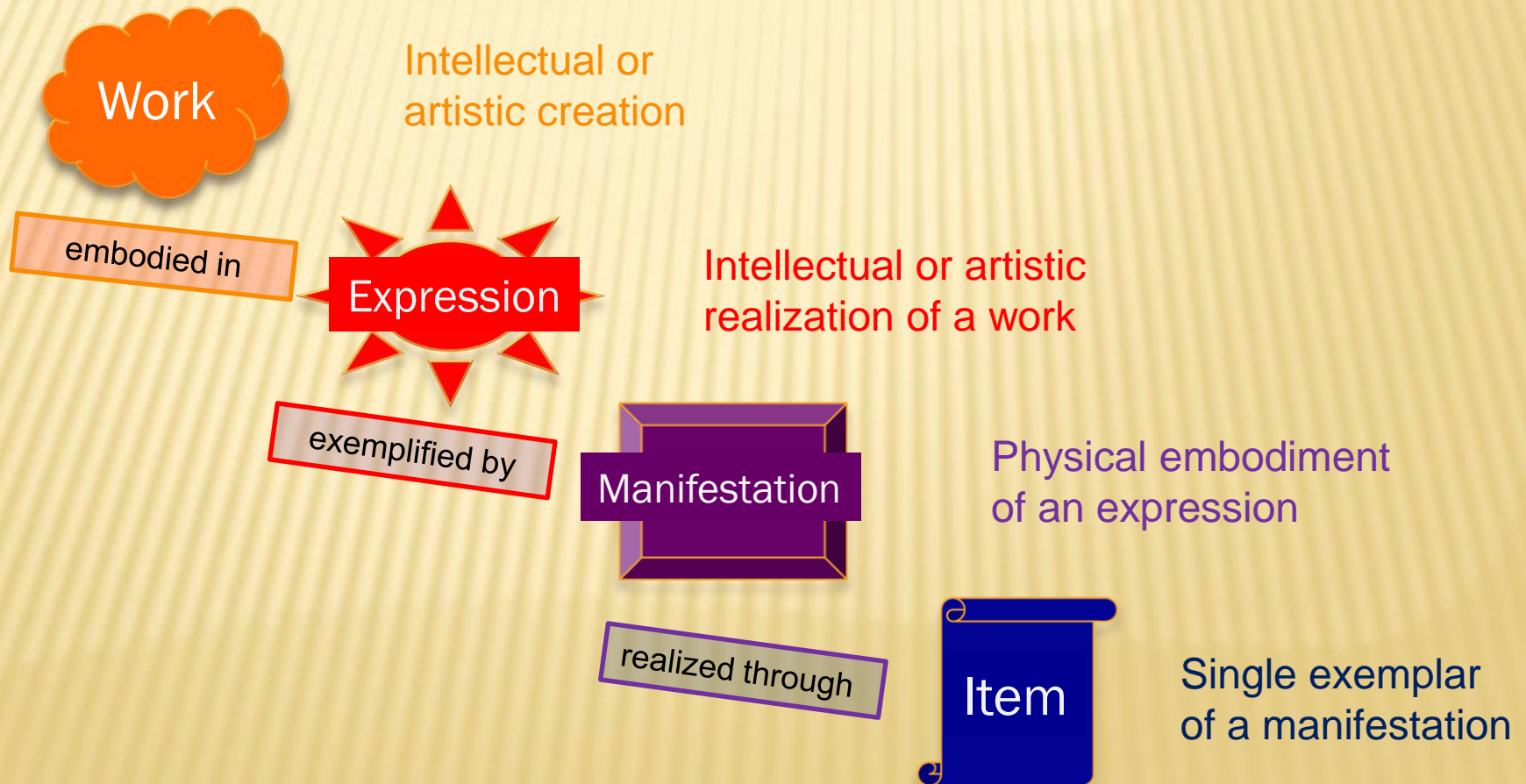
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Different Styles: Sequential

1. A Work (an intellectual or artistic creation) is realized through an Expression.
2. An Expression (an intellectual or artistic realization of a work) is embodied in a Manifestation.
3. A Manifestation (a physical embodiment of an expression) is exemplified in an Item.
4. An Item is a single exemplar of a manifestation.

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Different Styles: Visual-Spatial



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Different Styles: Comprehensive

(View the FRBR Universe animation)

- Spoken narration
- Captioned
- Follows a logical order
- Illustrates new concepts by relating to what is known

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Training New Catalogers

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Lesson plans

1. Transcribe Core Elements
2. Apply RDA; mention AACR2
3. Add ISBD punctuation
4. Enter into metadata scheme

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Transitioning to RDA

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AACR2-experienced catalogers

- Introduce FRBR first!
- Incorporate FRBR/RDA terminology into conversations
- Note differences and similarities when reviewing AACR2 records

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Any questions?

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