About me

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Outline

- Pedagogical considerations for integrating RDA into INF2145

- Teaching tools for INF2145

- Interviews with other LIS educators

Pedagogical considerations

About *INF2145 Creation and Organization of Bibliographic Records*

- Elective course in the University of Toronto's ALA-accredited Master of Information (MI) program

- Course runs for 12 weeks, 3 contact hours per week

- Students can come from any of the MI concentrations

- Co-taught with May Chan in 2021 and 2022

- [Syllabus](#)

RDA (Resource Description and Access)

- RDA is "a package of data elements, guidelines, and instructions for creating library and cultural heritage metadata that are well-formed according to international models…" (RDA Steering Committee website)

- Used by major ARLs around the world, and by some public library systems – whether consulted directly through the **RDA Toolkit** or indirectly through secondary sources.

- **Original RDA Toolkit:** launched in 2010, frozen since April 2017

- **Official RDA Toolkit:** launched in December 2020, contains quarterly updates to RDA standard; community-based testing and training efforts are underway

Why RDA in INF2145?

- RDA aligns with IFLA's Library Reference Model (LRM)

- LRM is an international conceptual model published in 2017 that harmonized and superseded FRBR, FRAD, and FRSAD. It is an example of an entity-relationship model for understanding bibliographic data.

- RDA tells us how to describe resources using **elements** (i.e. attributes and relationships) of these entities: Work, Expression, Manifestation, Item *(entities inherited from FRBR) + others*

- Metadata creation: we are making choices about *which elements* to record when describing a resource, and *how* we will record their values

Why teach with the official RDA Toolkit?

- Latest updates to RDA are reflected in the official Toolkit.

- Conformance facilitates bibliographic data use in a wide range of settings (e.g., in-house databases, MARC-based catalogues and discovery systems, Dublin Core platforms, linked data platforms)

- Semantic structure of RDA element set facilitates mapping RDA data to other element sets.

- Encourages internationalization and cooperation, moving beyond Anglo-American legacies

Why teach with the official RDA Toolkit?

- As seasoned practitioners, it took a lot of time for us to unlearn aspects of Original Toolkit in order to adapt to the official Toolkit. Spare novice learners that burden.

- Anticipate wider adoption of the official RDA Toolkit over the next 2 years. Advantageous for MI graduates to have training in a standard that's both linked data-ready and backward compatible.

- Recognize that decisions we take for granted in North America may not be universal (e.g., decisions related to access points)

Setting achievable goals

- Train students to think like metadata creators and users

- Create an environment for practicing application of RDA instructions

- Reinforce distinction between content vs. encoding/communication

- Set students on the path to self-sufficiency

Defining jargon

- Navigate, read, and decipher RDA text together

- Explain all terms, but show students how to look up definitions too

- Provide real bibliographic examples

- Secondary sources to demystify concepts for educators:

  - PCC Standing Committee on Training's "What is IFLA/LRM?" course, https://www.loc.gov/catworkshop/RDA2020/index.html

  - Chris Oliver, *Introducing RDA: a guide to the basics after 3R* (Chicago: ALA, 2021). ISBN 9780838919088

  - RDA Toolkit YouTube channel and news
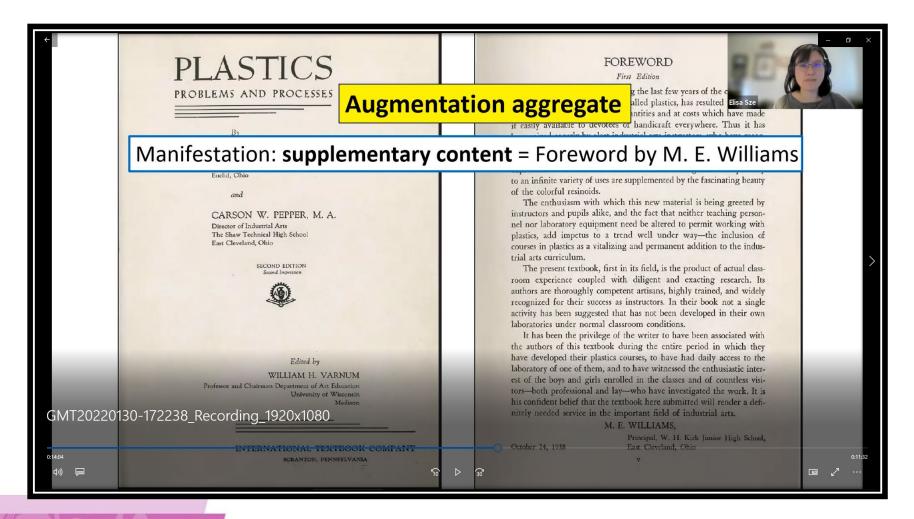
Teaching tools for INF2145

Multiple ways to implement RDA data

- As linked open data

- As relational or object-oriented data

- ✅ As bibliographic/authority data

- ✅ As flat file data

- Alignments include:
  - ✅ RDA elements to MARC 21 encodings
    - RDA elements to Dublin Core terms
    - ISBD elements with RDA elements

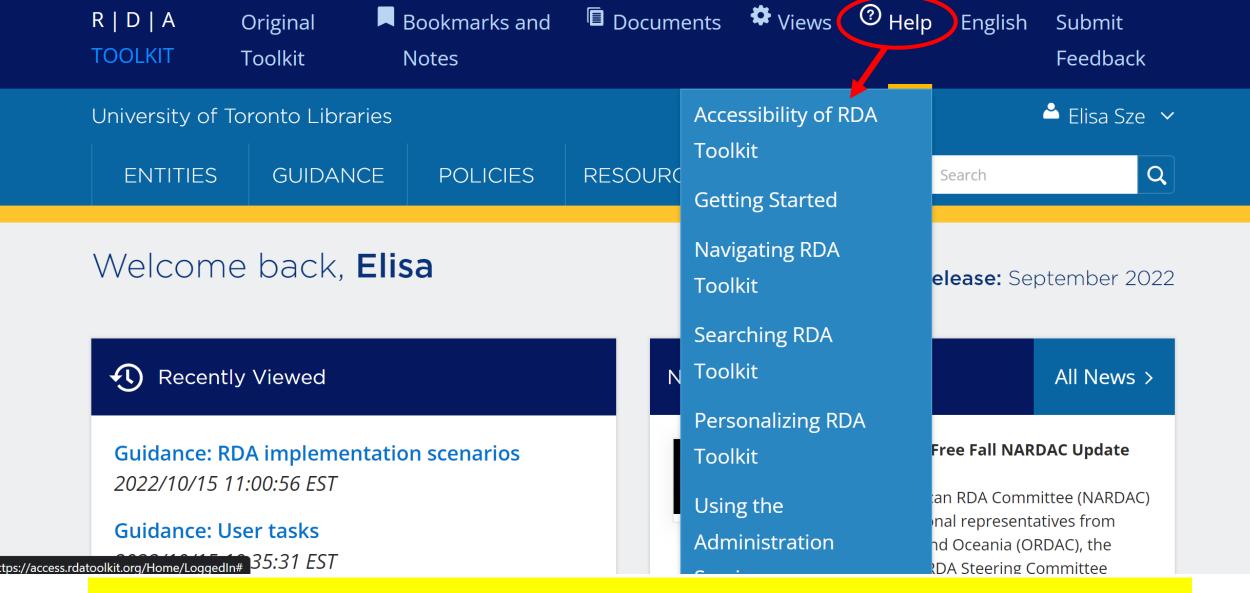Work on RDA-to-BIBFRAME mapping is planned to commence in 2023
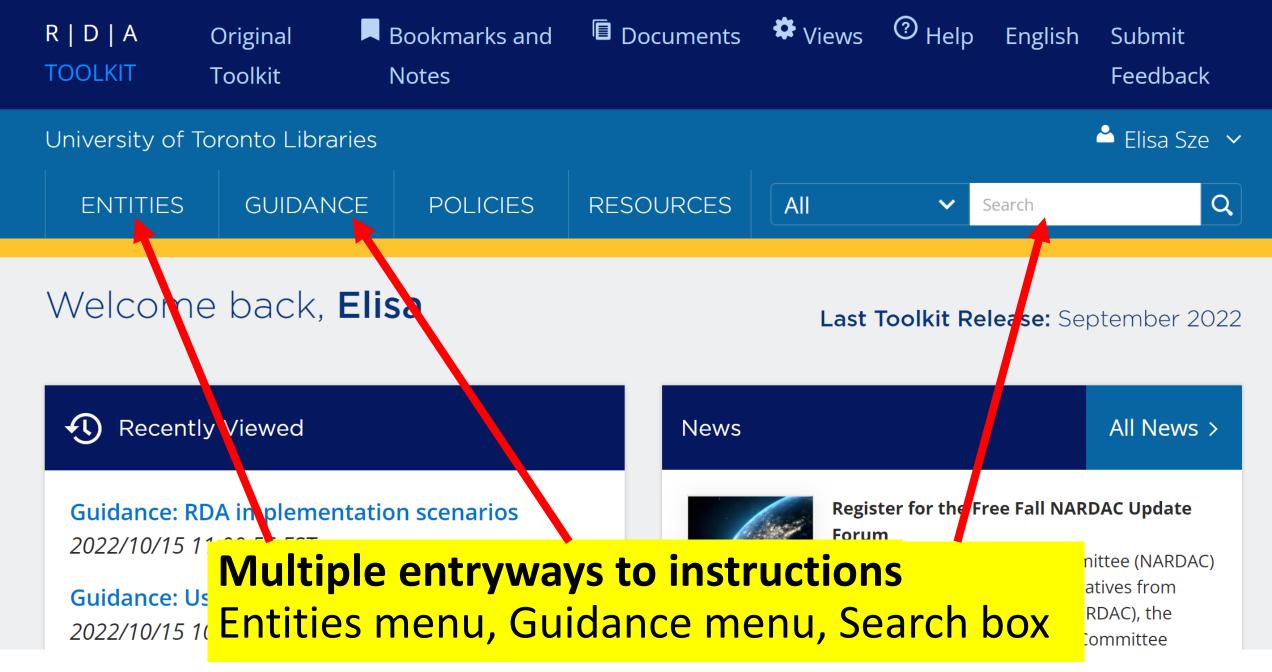
Flipped classroom

Still image from the Week 5 pre-recorded lecture on aggregates and diachronic works.

Students were asked to view the video before attending class.

R | D | A
TOOLKIT

Original Toolkit

🔖 Bookmarks and Notes

📑 Documents

⚙ Views

❓ Help

English

Submit Feedback

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👤 Elisa Sze ⌄

ENTITIES   GUIDANCE   POLICIES   RESOURC

Search 🔍

Accessibility of RDA Toolkit

Getting Started

Navigating RDA Toolkit

Searching RDA Toolkit

Personalizing RDA Toolkit

Using the Administration

Welcome back, **Elisa**

elease: September 2022

🕐 Recently Viewed

All News >

Guidance: RDA implementation scenarios
2022/10/15 11:00:56 EST

Guidance: User tasks
35:31 EST

tps://access.rdatoolkit.org/Home/LoggedIn#

Free Fall NARDAC Update

an RDA Committee (NARDAC)
nal representatives from
nd Oceania (ORDAC), the
RDA Steering Committee

Help menu: Read pages to optimize use of the Toolkit

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Multiple entryways to instructions
Entities menu, Guidance menu, Search box

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Original
Toolkit

🔖 Bookmarks and
Notes

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ENTITIES   GUIDANCE   POLICIES

RDA Entity

Work

Expression

Manifestation

Item

Agent

Person

Collective Agent

Corporate Body

Family

Nomen

Place

Timespan

an expression of a wo

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ta from the source er
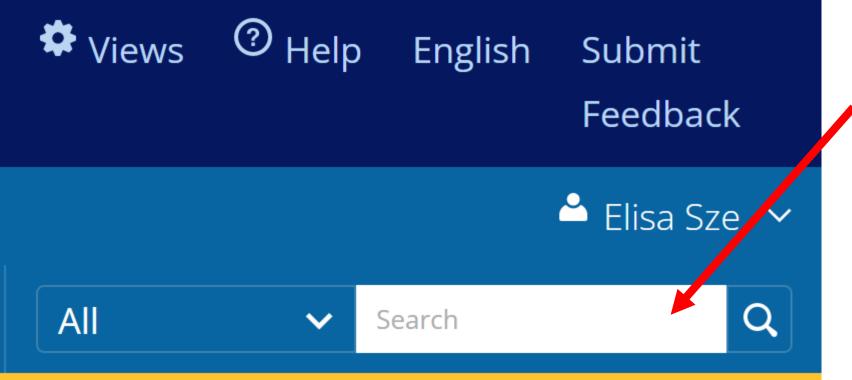
Properties of entities (i.e. elements) are grouped with the entity that they describe.

Demonstrate how to:

- Read an entity page
- Scroll down to see list of elements associated with that entity

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Search by

- Official or alternate element labels

- Glossary terms

- Keywords found on various pages within the Toolkit

- Citation numbers

- Documents

New to RDA?
Start at the "Introduction to RDA."

Returning user?
Jump to the Guidance chapter that talks about the topic you need help with.

Original
Toolkit

Bookmarks and
Notes

Documents

Views

Help

English

University of Toronto Libraries

ENTITIES   GUIDANCE   POLICIES   RESOURCES   All

Entities > Manifestation > statement of responsibility

statement of responsibility

Definition and Scope

A statement that identifies, and
who is responsible for a work or
a ma

A statement of responsibility may include words or phrases that
are neither names nor linking words.

**Highlight any text
to call up the pop-
up menu**

**Multiple ways to
reference instructions:**

- Create bookmarks
- Copy page links
- Create links to specific
  paragraphs
- Create citation
  numbers
- Cite element reference
  label

Element Reference

File Edit View Insert Format Data Tools Help   Last edit was on 23 January

A1 | Element (for lookup in RDA Toolkit)

Element (for lookup in RDA Toolkit)	Local decision: Repeatable element (yes/no)	Domain entity	IRI of element (for lookup in RDA Registry)	Recording method (for local agency)	Vocabulary Encoding Scheme / String Encoding Scheme	Transcription method (for unstructured description)	Value of the element
Work: **extension plan**	no	Work	http://rdaregistry.info/Elements /w/P10365	structured	RDA	not applicable	
Manifestation: **mode of issuance**	no	Manifestation	http://rdaregistry.info/Elements /m/P30003	structured	RDA	not applicable	
Manifestation: **identifier for the manifestation**	yes	Manifestation	http://rdaregistry.info/Elements /m/P30004	identifier	not applicable	not applicable	
Manifestation: **title proper**	no	Manifestation	http://rdaregistry.info/Elements /m/P30156	unstructured	not applicable	normalized	
Manifestation: **statement of responsibility relating to title proper**	no	Manifestation	http://rdaregistry.info/Elements /m/P30105	unstructured	not applicable	normalized	
Manifestation: **variant title of manifestation**	yes	Manifestation	http://rdaregistry.info/Elements /m/P30128	unstructured	not applicable	normalized	
Manifestation: **edition statement**	yes	Manifestation	http://rdaregistry.info/Elements	unstructured	not applicable	normalized	
Manifestation: **place of publication**	yes	Manifestation	http://rdaregistry.info/Elements	unstructured	not applicable	normalized	
Manifestation: **name of publisher**	yes	Manifestation	http://rdaregistry.info/Elements	unstructured	not applicable	normalized	
Manifestation: **date of publication**	yes	Manifestation	http://rdaregistry.info/Elements	unstructured	not applicable	normalized	
Manifestation: **copyright date**	yes	Manifestation	http://rdaregistry.info/Elements	unstructured	not applicable	normalized	
Manifestation: **media type**	no	Manifestation	http://rdaregistry.info/Elements	structured	RDA	not applicable	
Manifestation: **carrier type**	no	Manifestation	http://rdaregistry.info/Elements /m/P30001	structured	RDA	not applicable	
Manifestation: **extent of manifestation**	yes	Manifestation	http://rdaregistry.info/Elements	structured	RDA	not applicable	
Manifestation: **colour content**							
Manifestation: **illustrative content**							
Manifestation: **dimensions**							
Manifestation: **title of series**	yes	Manifestation	http://rdaregistry.info/Elements	unstructured	not applicable	normalized	

Application profile for the course

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Elements ▾   Considerations ▾

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A1 ▾ | fx | Element (for lookup in RDA Toolkit)

Element (for lookup in RDA Toolkit)	Local decision: Repeatable element (yes/no)	Domain entity	IRI of element (for lookup in RDA Registry)	Recording method (for local agency)	Vocabulary Encoding Scheme / String Encoding Scheme	Transcription method (for unstructured description)
Work: **extension plan**	no	Work	http://rdaregistry.info/Elements/w/P10365	structured	RDA	not applicable
Manifestation: **mode of issuance**	no	Manifestation	http://rdaregistry.info/Elements/m/P30003	structured	RDA	not applicable
Manifestation: **identifier for the manifestation**	yes	Manifestation	http://rdaregistry.info/Elements/m/P30004	identifier	not applicable	not applicable
Manifestation: **title proper**	no	Manifestation	http://rdaregistry.info/Elements/m/P30156	unstructured	not applicable	normalized
Manifestation: **statement of responsibility relating to**	no	Manifestation	http://rdaregistry.info/Elements	unstructured	not applicable	normalized

Application profile tells students:
- Elements to record
- Whether an element could be repeated

- Recording method to apply
- Vocabulary encoding scheme (controlled vocabulary) to consult
- Transcription method to follow

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String encoding scheme for authorized access point for person

Explanation	String Encoding Scheme	Example
Name follows the western convention of surname, given name. Birth and death dates of person unknown.	Surname, given name	Doucette, Joanne
Name follows the western convention of surname, given name. Birth and death dates of person are known.	Surname, given name, dates	hooks, bell, 1952–2021
Name follows the western convention of surname, given name. Birth a person are ur form of name identification and	Surname, given name (fuller	Jackson, Joanne

String Encoding Scheme handout, created in lieu of teaching students the actual PCC *RDA Metadata Guidance Document*

Element (for lookup in RDA Toolkit)	Local decision: Repeatable element (yes/no)	MARC21 Bibliographic tag(s)	MARC21 Bibliographic subfield(s)
Work: **extension plan**	no	335	$a [structured desc.], $b [identifier], $1[IRI]
Manifestation: **mode of issuance**	no	334	$a [structured description], $b, 0 [identifier], $1 [IRI]
Manifestation: **identifier for the manifestation**	yes	020	$a - International Standard Book Number; $z - Canceled/invalid ISBN
Manifestation: **title proper**	no	245	$a [unstructured description]
Manifestation: other title information	no	245	$b
Manifestation: **statement of responsibility relating to title proper**	no	245	$c
Manifestation: **variant title of manifestation**	yes	246	$a [unstructured desc.]

Week 11 in-class group activity: map RDA elements to corresponding MARC 21 bibliographic tags and subfields

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Summary of teaching approach

- Flipped classroom
- Instructors created ahead of time:
  - Application profile
  - Metadata template
  - Additional handouts to supplement RDA Toolkit (e.g., String Encoding Scheme instructions for access point construction)
  - Solutions with detailed explanations

Interviews with other LIS educators

Relationship between educators and practitioners is critical

- Good for educators who do not regularly catalogue

- Good for practitioners to know about teaching constraints

- Practitioner communities can connect educators to training resources

- Even in Masters programs that solely emphasize theory and frameworks, the assumption is that students have "hands on" opportunities from their jobs

Handbooks, textbooks, workbooks, and courses for educators

- Demand for these resources exists

- Interest in courses that enable educators to practice application of RDA, beyond "one off" presentations or webinars

- Potential role for regional groups to develop RDA training

Questions and/or comments

Contact information

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