Experiential learning in Historical Bibliography

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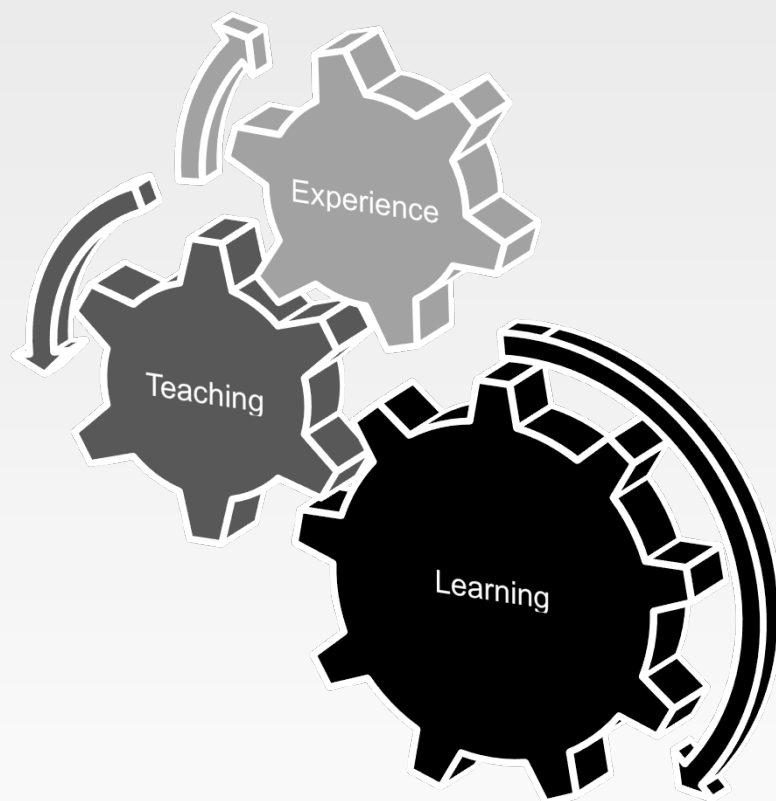
Module Co-oridinator
INSTG012 Historical Bibliography

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Agenda

- Historical Bibliography
  - in the UK curriculum
  - in the UCL curriculum
  - as a practice-based discipline
- Experiential learning
  - in Higher Education
  - in Historical Bibliography at UCL
- Impact on curriculum

The UK Scene

- Aberystwyth University
  - Rare Books Librarianship 1
  - Rare Books Librarianship 2
  - http://www.aber.ac.uk/en/postgrad/postgraduate-courses/distancelearning/infostudies/

- University of Dundee Mlitt ARM
  - Understanding and Managing Rare Books
  - http://www.dundee.ac.uk/cais/arm/programme_structure.htm

- University of London Rare Book School
  - http://ies.sas.ac.uk/cmps/events/courses/LRBS/index.htm

UCL MA LIS

Core courses

You have to complete the six core courses, all of which cover topics which are fundamental to the running of any library or information service:

INSTG004 Cataloguing and classification 1 ***
INSTG006 Collection management and preservation ***
INSTG014 Information sources and retrieval ***
INSTG020 Introduction to Management ***
INSTG027 Principles of computing and information technology ***
INSTG030 Professional awareness ***

UCL students can click on *** to go directly to the password-protected pages.

Optional courses

In addition, you choose **TWO** from the following optional modules:

INSTG002 Advanced preservation ***
INSTG005 Cataloguing and classification 2 ***
INSTG007 Database systems analysis and design ***
INSTG008 Digital resources in the humanities ***
INSTG038 Electronic publishing ***
INSTG012 Historical bibliography ***
INSTG022 Manuscript studies ***
INSTG055 Publishing today ***
INSTG032 Records management ***
INSTG034 Services to children and young people ***
INSTG036 Web publishing ***

Dissertation

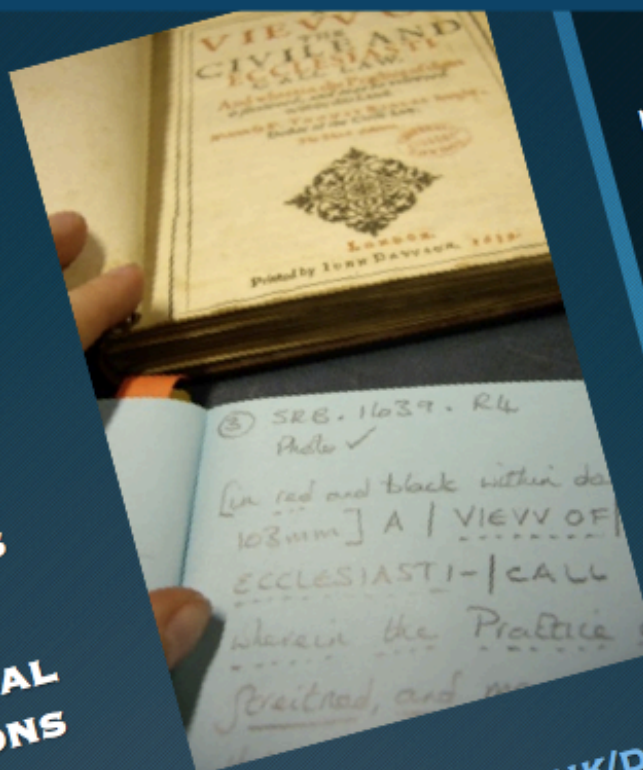MA candidates do a dissertation of about 12,000-15,000 words on a topic of their choice, within the subject area.

http://www.ucl.ac.uk/dis

[Short Course & Options Fair Poster]

Rare Books in Practice

Specialist independent libraries – such as those concerned with law, medicine, astronomy, beekeeping, architecture or accountancy, to name but a few ... There are many rare book and special collections in the public library sector which are managed alongside current collections. This applies particularly to local studies collections … Cathedral libraries … national libraries and many university and other research libraries.

Cilip Rare Books and Special Collections Group (RBSCG). Careers in Rare Books and Special Collections, http://www.cilip.org.uk/get-involved/special-interest-groups/rare-books/pages/careers.aspx

Skills Required in Practice

- Historical bibliography
- Preservation issues
- Collection management issues
- Cataloguing of rare book and special collections
- Library management systems
- Reference work
- Promoting the collections

- Basics of market research
- Presentations
- Writing
- Fund-raising
- Project planning and management
- People management
- Legislation and standards
- Intellectual property rights

RBSCG. Skills of a rare books and special collections librarian: framework. 2007, http://www.cilip.org.uk/filedownloadslibrary/groups/rbsc/skills%20of%20a%20rare%20books%20librarian.pdf

Knowledge Required in Practice

But in addition to these skills the rare books and special collections librarian also requires knowledge of

- the **collections** that he/she looks after in order to identify items to meet specified needs: for example, what would be appropriate exhibits for anniversaries, special occasions, special visitors, etc., or what would provide worthwhile content for digitisation projects, including collaborative projects
- the **subject areas** of the collections to help interpret them and also to facilitate appreciation of the research value of items in the collections
- languages, to help manage and research the collections and also to assist users (for example, increasingly users come without any Latin)
- **related collections** of similar material in other libraries, to help appreciate the particular strengths of ones own collections and the possibilities for collaboration

RBSCG. Skills of a rare books and special collections librarian: framework. 2007, http://www.cilip.org.uk/filedownloadslibrary/groups/rbsc/skills%20of%20a%20rare%20books%20librarian.pdf

Lifelong Learning in Practice

Many of the skills will be needed from the start when a librarian joins an institution; others will follow in due course, as the librarian acquires more responsibility.

Starting salaries should reflect adequately the range of skills and knowledge initially required for a post with responsibility for rare books and special collections. Since the greater part of such skills and knowledge tends to be developed on the job only over a period of many years, it is also important that salary scales should make provision for those in post to be rewarded for increasing their skills and knowledge.

RBSCG. Skills of a rare books and special collections librarian: framework. 2007, http://www.cilip.org.uk/filedownloadslibrary/groups/rbsc/skills%20of%20a%20rare%20books%20librarian.pdf
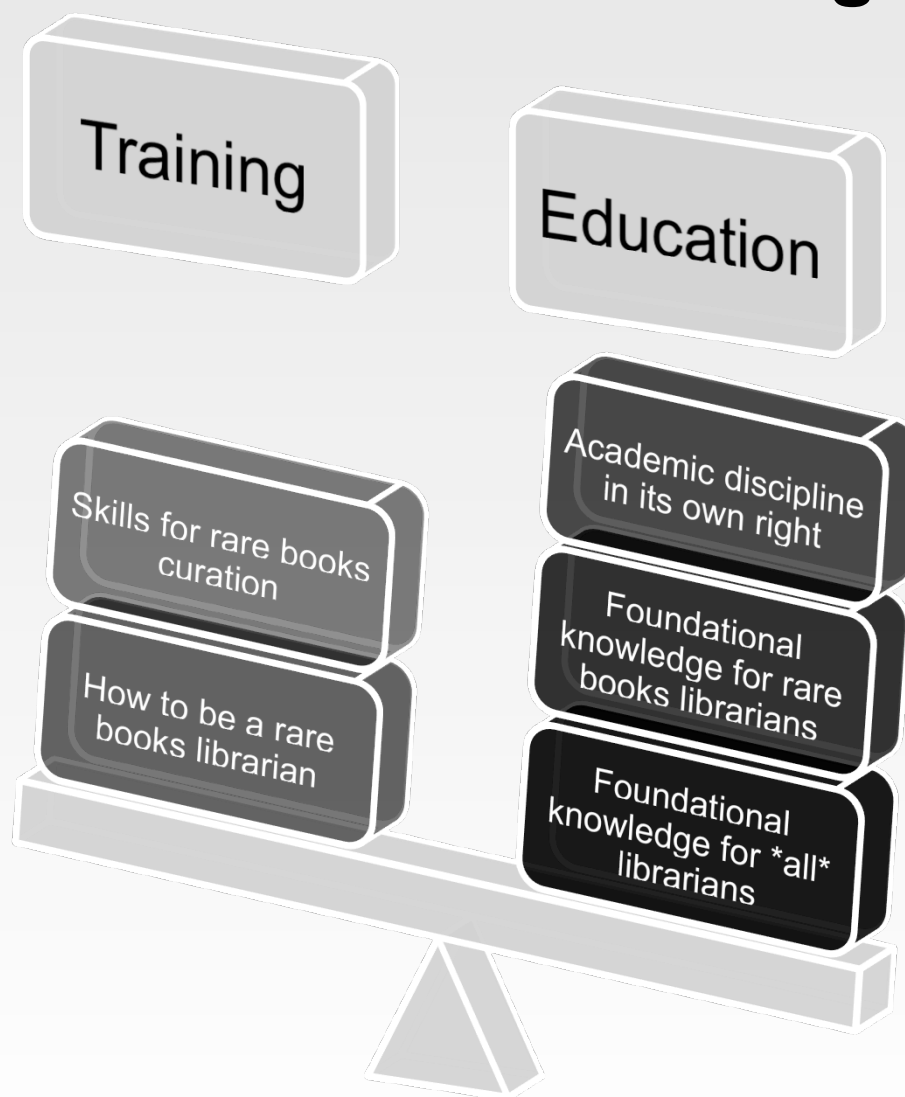
The Role of the Rare Books Librarian

[In relation / contrast to the role of the Archivist]

- Professional qualifications and training … accredited by their respective professional bodies

- Information handling skills … [with reference to] the complex features of rare books

- Knowledge of [rare books] collections …

- Self-promotion within the workplace … It is the responsibility of both rare books librarians and archivists … to highlight the value of rare books and archives

RBSCG. Advocating the role of the rare books librarian. 2010, http://www.cilip.org.uk/filedownloadslibrary/groups/rbsc/advocating%20the %20role%20of%20a%20rare%20books%20librarian.pdf
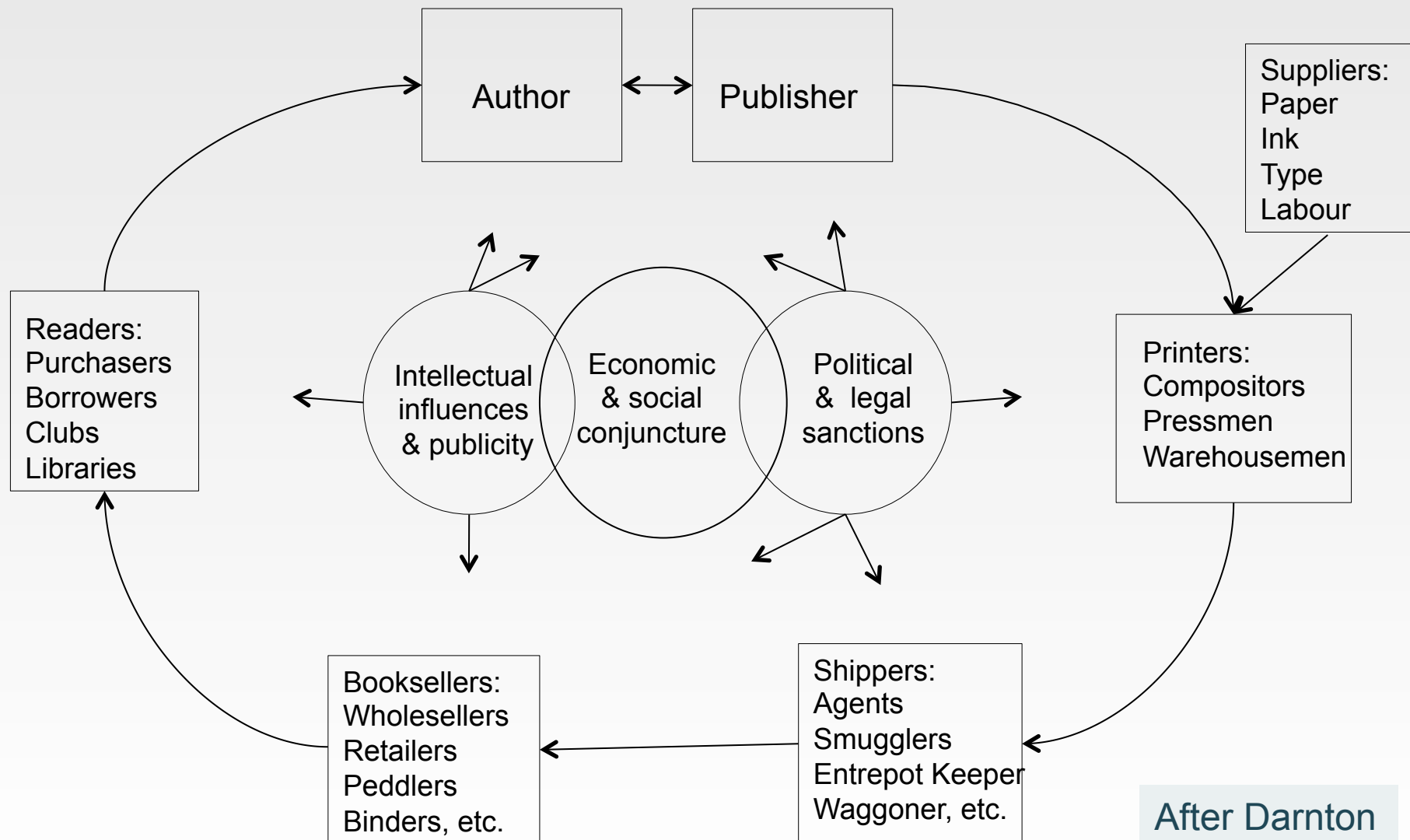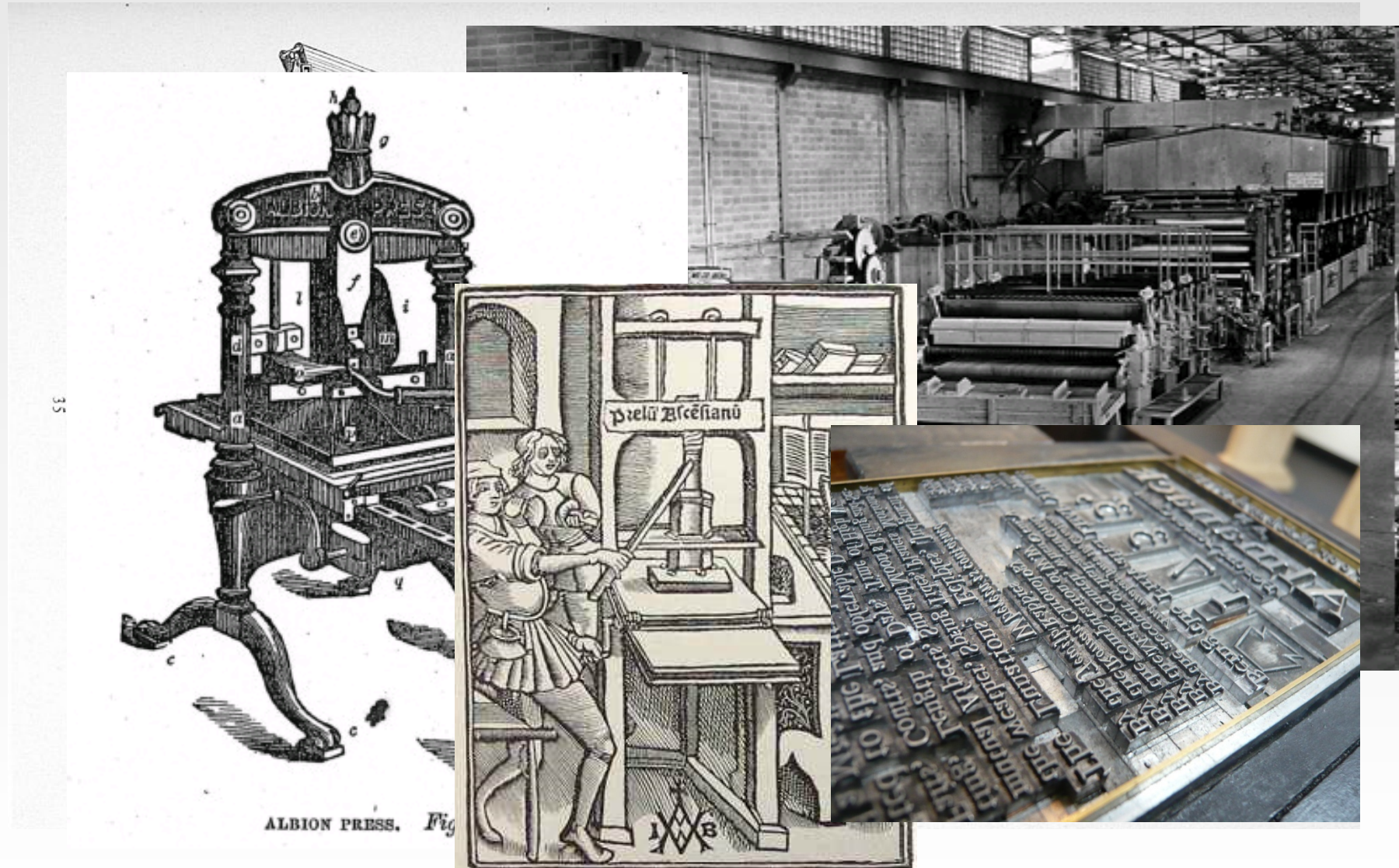
The role of Historical Bibliography

Communications Circuit
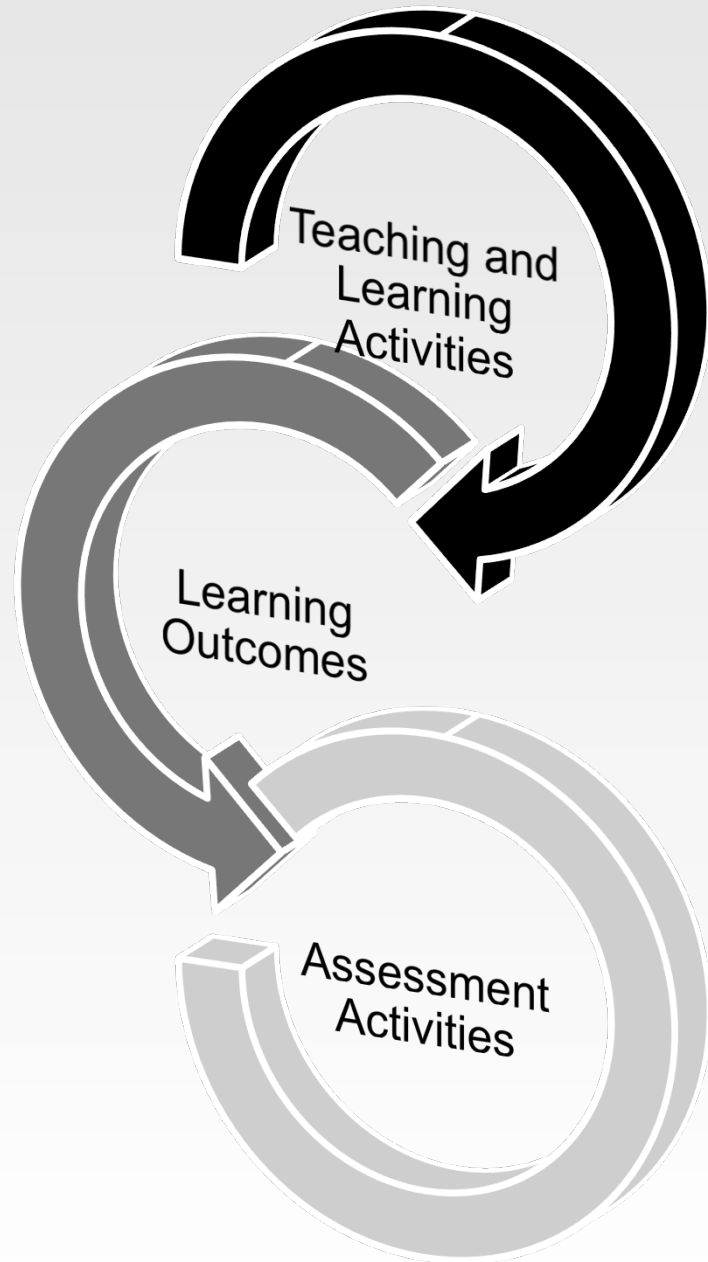

Author ↔ Publisher

Suppliers:
Paper
Ink
Type
Labour

Readers:
Purchasers
Borrowers
Clubs
Libraries

Intellectual influences & publicity

Economic & social conjuncture

Political & legal sanctions

Printers:
Compositors
Pressmen
Warehousemen

Booksellers:
Wholesellers
Retailers
Peddlers
Binders, etc.

Shippers:
Agents
Smugglers
Entrepot Keeper
Waggoner, etc.

After Darnton

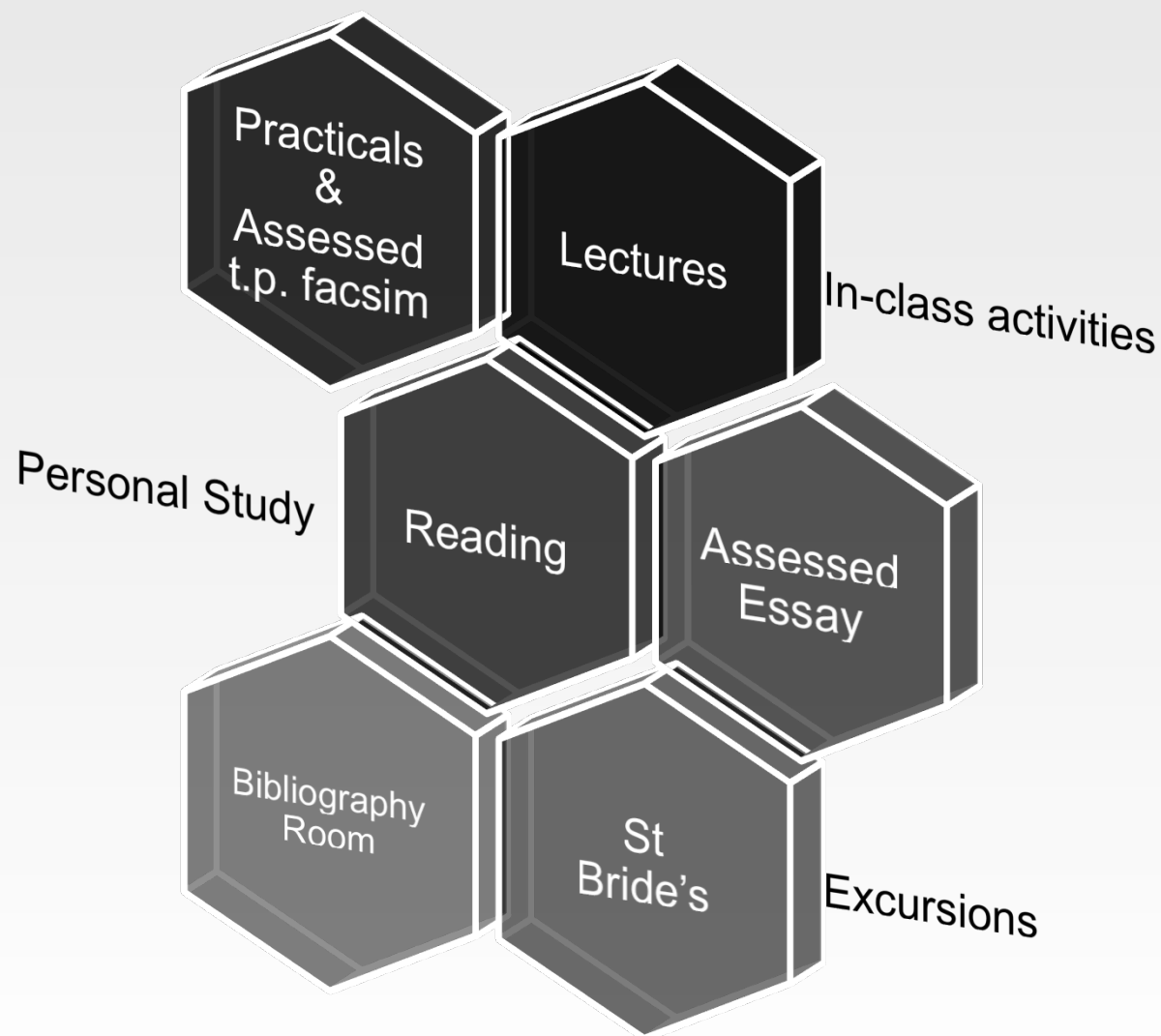**Books at the forefront of technology**

Constructive Alignment

- Students learn by what they do ("Active Learning").

- Intended Learning Outcomes (ILO) are communicated to them.

- ILO form the basis of assessment.

Biggs and Tang. *Teaching for Quality Learning at University*. McGraw-Hill, 2007.
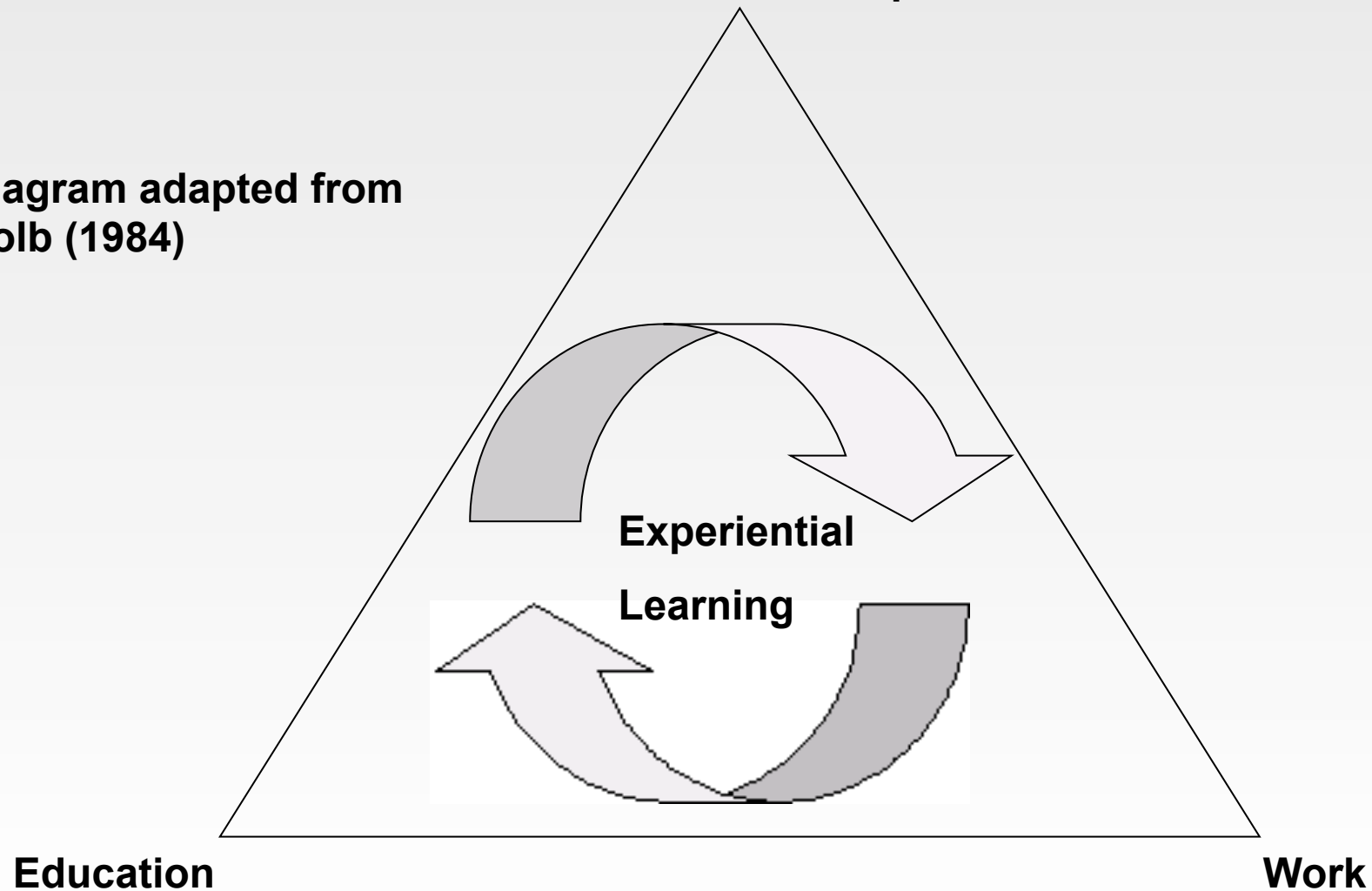
Historical Bibliography Teaching & Learning Activities

Practicals & Assessed t.p. facsim

Lectures

In-class activities

Personal Study

Reading

Assessed Essay

Bibliography Room

St Bride's

Excursions

Experiential Learning

Personal Development

Diagram adapted from
Kolb (1984)

Experiential

Learning

Education

Work

Investigating Student Learning

- Paper-based survey of 31 (100%) course participants at the end of the module in December 2010

- Online survey in April 2011 completed by 16 students (51.61%)

- Interviews with 7 students (22.58%) in Summer 2011

- Free-form feedback received from students for a presentation-style report on the optional visit to the Bibliography Room in Oxford

Pre-library School Experience

- *I've handled rare books and manuscripts, but not really looked into the make-up of the Book or how the Book came about … We don't have a rare books collection as such, but we do have books that could possibly go into a rare books collection.* (Interviewee 3).

- *Chronologically, working forwards, I started in a cathedral library which was a mix of modern lending library, manuscripts, early printed books and incunabula, … a large academic library, dealing with law books from 1800 onwards … dealing with preservation issues … [MA LIS] work placement in an academic library Special Collections department.* (Interviewee 4).

The binding class frustrated me because I love the subject and felt that others who may not have seen binding material before - or done some binding themselves (as I have) may have been a bit overwhelmed.

I enjoyed the bindings class - enjoyed the challenge of trying to identify and describe the form of bindings

Bodleian Library
UNIVERSITY OF OXFORD
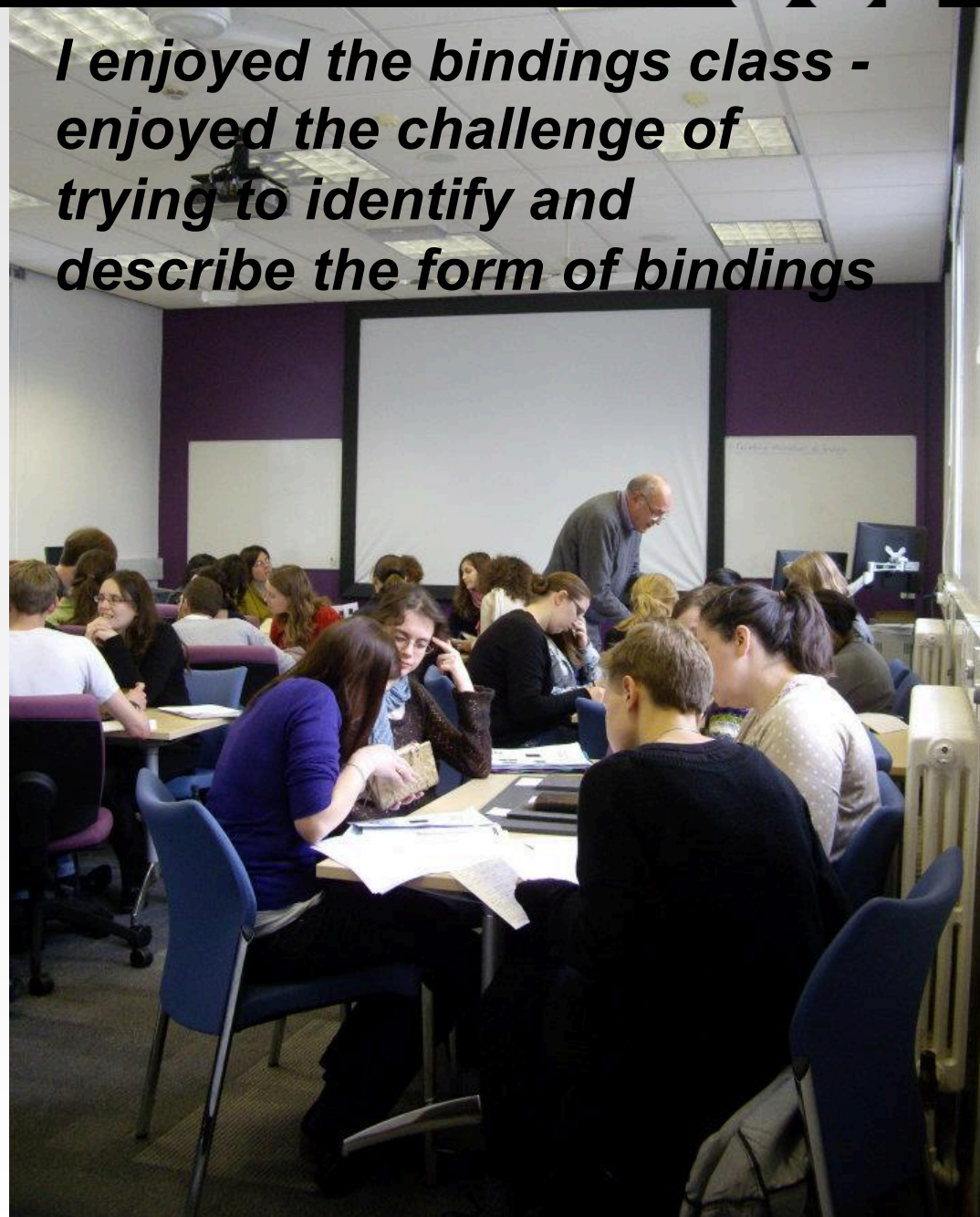
Centre for the Study of the Book

The bibliography room

In 2007 the Bodleian Library received a generous donation from a private donor to re-equip the Bibliography Room. The first need was identified as new metal type, and this has now been cast by Offizin Parnassia Vaettis of Vaettis, Switzerland, and was delivered to the Library on 10 October. It consists of 125 kilos of 14-point Caslon, purchased to replace the type currently used for teaching, which is very worn after more than fifty years of use. The remainder of the donation will be spent on a supply of German mould-made paper, and used to cover ongoing costs for printing inks etc., and repairs or new parts which may be needed for the four iron hand-presses and other equipment in the room.

The Bibliography Room was founded in 1949, and has had various locations, originally in the New Bodleian, later in the Clarendon Building and, since 2003, on L-floor of the Bookstack, in what used to be the boxing-room. At present, classes in hand-printing and bibliographical theory are held for students of the English Faculty during Michaelmas Term, and for OULS staff and visiting groups on an occasional basis, although it is hoped to expand the facilities and teaching when the New Bodleian is redeveloped. Students usually hand-set a short text, and print it as a page in a pamphlet or as a single-sheet, using techniques and machinery that have not changed since the early nineteenth century, and have their origins in mid-fifteenth-century Germany.

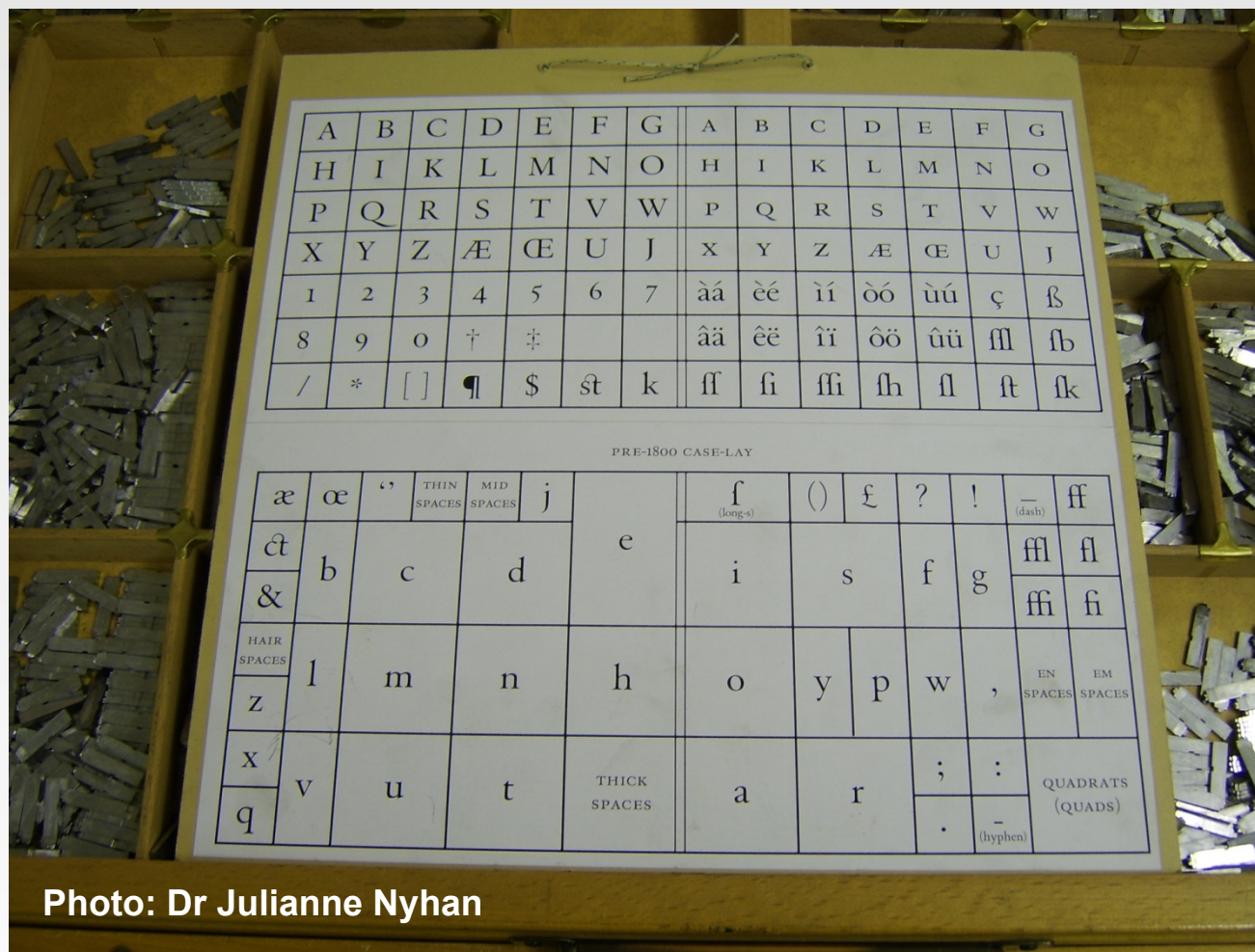http://www.bodley.ox.ac.uk/csb/bibliographyroom.html

“An exciting opportunity to get hands on experience of traditional printing processes that we had been taught during the course.”

~ Heather McKenna

Photo: Dr Julianne Nyhan

Photo: Dr Julianne Nyhan

"Things that we had to think carefully about such as spacing are still relevant today in the way we present information."
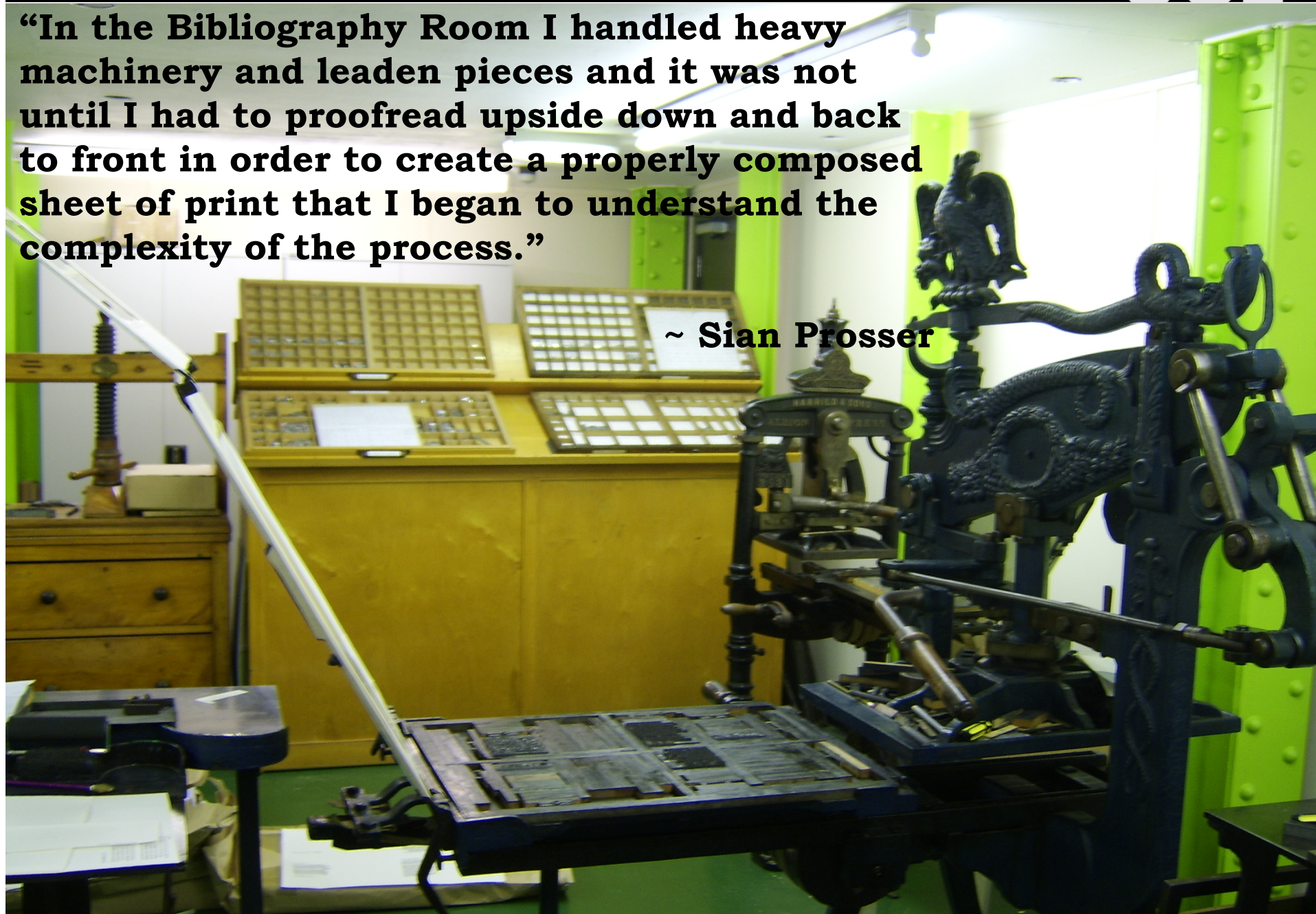
~ Frances Cassidy

Photos: Dr Julianne Nyhan

UCL

"In the Bibliography Room I handled heavy machinery and leaden pieces and it was not until I had to proofread upside down and back to front in order to create a properly composed sheet of print that I began to understand the complexity of the process."
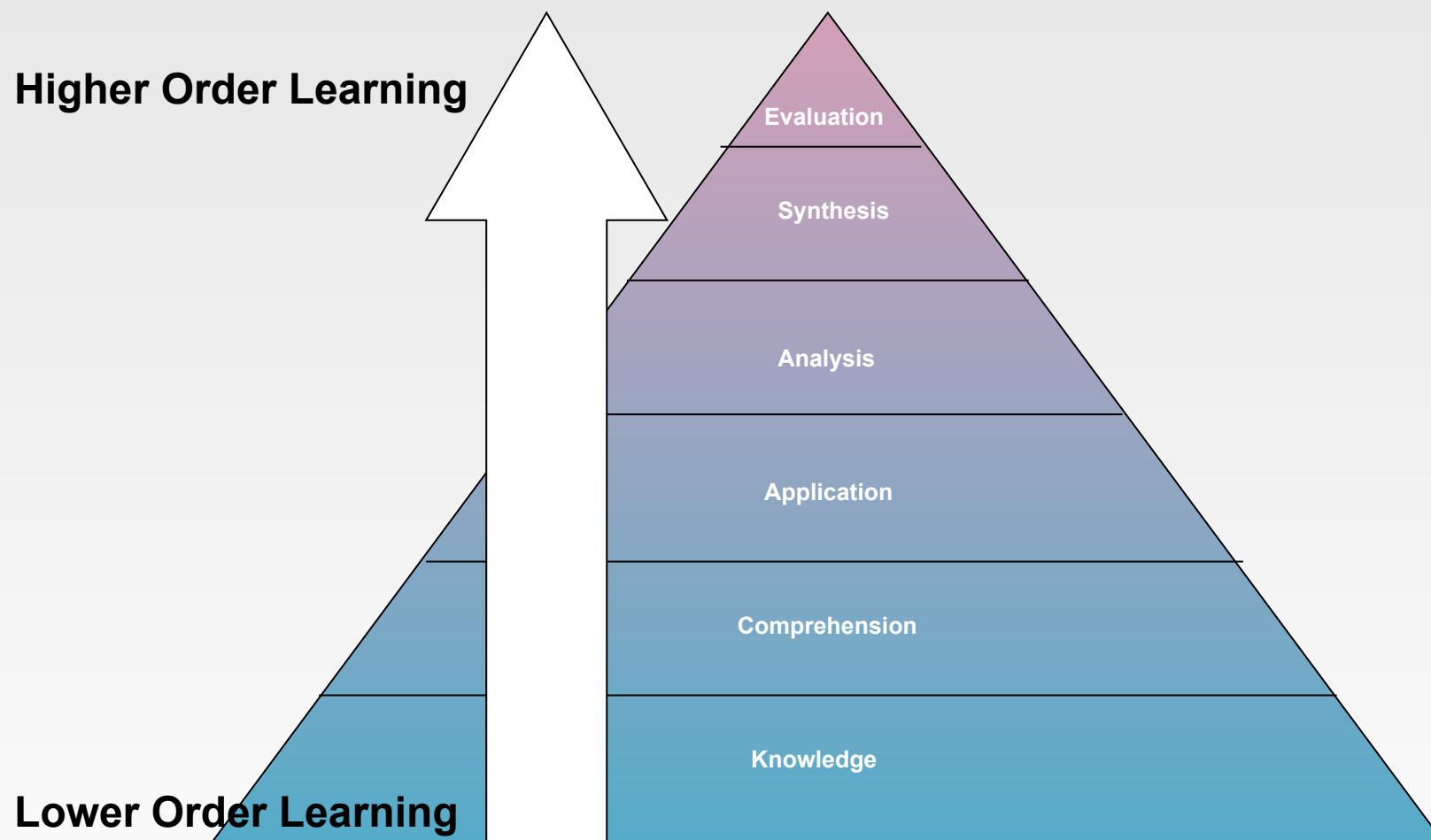
~ Sian Prosser

"Having the chance to do some compositing ourselves really showed how many decisions about spelling, word breaks and spacing were made by the compositor in the course of his work. This and the number of errors caught in the proofreading stage of even our small sheet really brought home the inevitability of differences between editions and the effect these would have had on the way the text was interpreted by readers."

~Joanne Maddocks

Photo: Elizabeth Gallagher for the Bodleian Library

Bloom's Taxonomy (1956)

This KEEPSAKE was hand-set and printed at the Bodleian Library by

Helen Rose Doyle
Amelia Grounds
Jo Maddocks.
Francine Claire Wood
Siân Lewin Prosser
Heather Margaret Ann Thompson McKenna
Frances Cassidy
Shawna Satz
Georgina Lever
Carly Douglas.
Jennifer Lynn Howard
Anne Welsh
Reimar Faust

Under the direction of Paul W. Nash

"In the digital age we are so used to seeing text printed and reproduced effortlessly, but the technology is hidden inside computers and printers. Having actually printed something myself, I have a greater appreciation for how the letters actually end up on the page ..."

~ Helen Doyle

"For me, the most valuable part of the visit was being reminded that technology has always been vital to the dissemination of ideas. There has been a massive shift from the use of the type mould and typeset plate to the use of Word and programming languages for web publishing, but that only made me realize how much potential there still is for things to change later on."

~ Jennifer Howard
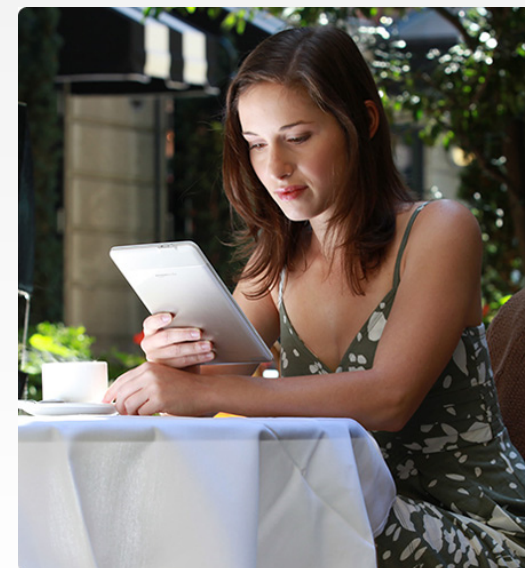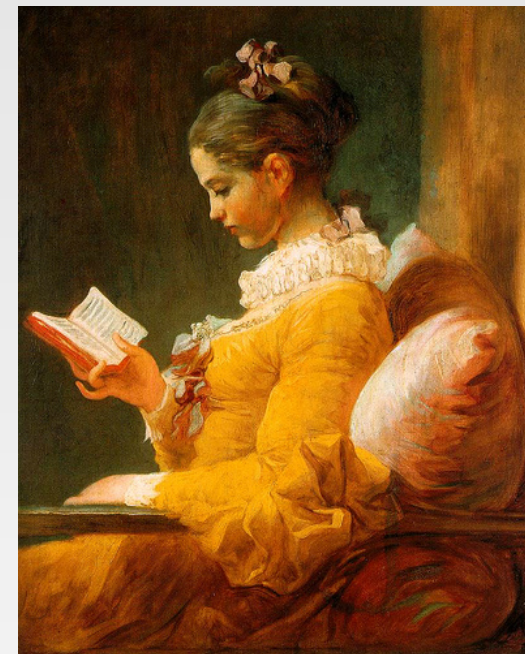
CANON
TRIANGVLORVM.
Or Tables of
Artificiall SINES and TANGENTS, to
a Radius of 10000,0000 parts, and
each minute of the Quadrant.

By EDM. GUNTER Professor of Astronomie in
Gresham Colledge.

LONDON,
Printed by William Iones, for Iames Bowler, and are to be
sold at the Marigold in Pauls Church-yard.
1 6 3 6.

UNIVERSITY
COLLEGE
LONDON

Professor of Astronomie in | Gresham
[rule, 91 mm] | [woodcut illustration, 4C
LONDON, | Printed by William Iones, f
Bowler, and are to be sold at the Ma
Pauls Church-yard. | 16 36.

UCL MA Digital Humanities

Core Module 1: Digital Resources in the Humanities

Introducing a range of issues involved in the design, creation, management and use of digital resources in the humanities.

Core Module 2: Internet Technologies

Exploring the basic concepts of markup (including Extensible Hypertext Markup Language, XHTML), website structuring and design, and issues involved in generating and delivering online content.

Core Module 3: XML

Providing an overview of Extensible Markup language; giving students the opportunity to practice XML markup techniques, and demonstrating the use of XML in publishing.
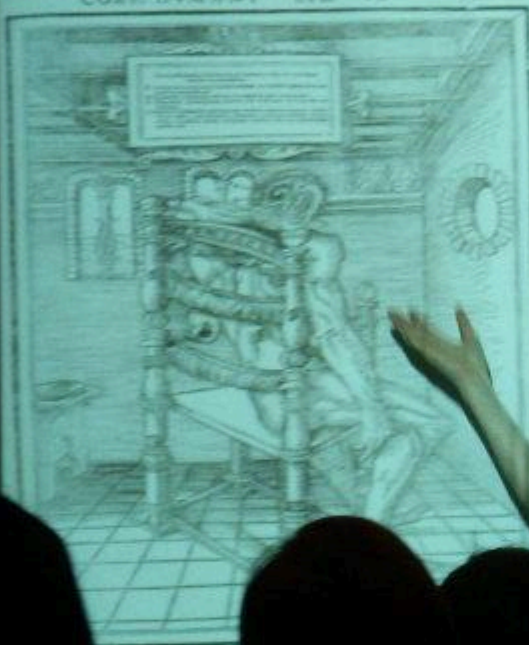
Core Module 4: Database Systems

Covering the theory, methods and technologies of relational databases and their development; giving students the ability to develop web facing database systems.

Optional modules (subject to meeting module prerequisites and availability):

Affective Interaction
Applied Cognitive Science
Computational Analysis
Computational Photography and Capture
Computational Synthesis
Computer Music
Design Practice
Digital Ecology
Digital Studio
Electronic Publishing
Embodied and Embedded Technologies: Body as Interface
Embodied and Embedded Technologies: City as Interface
Fundamentals of Information Science
Geographic Information Systems in Archaeology I
Geographic Information Systems in Archaeology II
Historical Bibliography
Image Processing
Interaction Design
Introduction to Programming and Scripting
Introduction to Programming for Architecture and Design
Legal and Social Aspects
Mapping Science
MultiMedia Computing
Server Technologies and Programming
The Anthropology of Games and Simulation
User-Centred Evaluation Methods

UCL CENTRE FOR DIGITAL HUMANITIES