Flipping the Cataloguing Class: Equipping and Empowering Cataloguers for the Hybrid Cataloguing Environment

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Anglo-American Cataloguing

1839 British Museum Cataloguing Rules
1853 Jewett's Rules
1876 Cutter's Rules
1883 *ALA Condensed Rules*
1893 *LA Cataloguing Rules*
1908 *LA / ALA Catalog Rules*
1941 *ALA Catalog Rules*
1949 *Library of Congress Rules*
1949 *ALA Cataloging Rules*
1967 *AACR*
1978 *AACR2*
1988 *AACR2R*
1998 *AACR2R*
2002 *AACR2R*
2004 *Concise AACR2*
2010-2013 *RDA*

~ Anne Welsh. Cataloguing Codes Timeline, http://www.timetoast.com/timelines/9284

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

LEGACY DATA

LC NACO re-distribution of authority data
Additional clean-up

Metadata enhancement has other drivers

Long term enhancement:
Identification of works and expression
Enrichment of attributes

Hybrid records are a fact of life

www.bl.uk   22

Alan Danskin. Implementation of RDA: British Library and Beyond. Getting Started with RDA. CILIP CIG, 3 July 2013, http://www.cilip.org.uk/sites/default/files/documents/Alan%20Danskin,%20British%20Library%20Implementation%20of%20RDA%20British%20Library%20and%20beyond.pdf

Constructive Alignment

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

- Intended Learning Outcomes (ILO) are communicated to them.
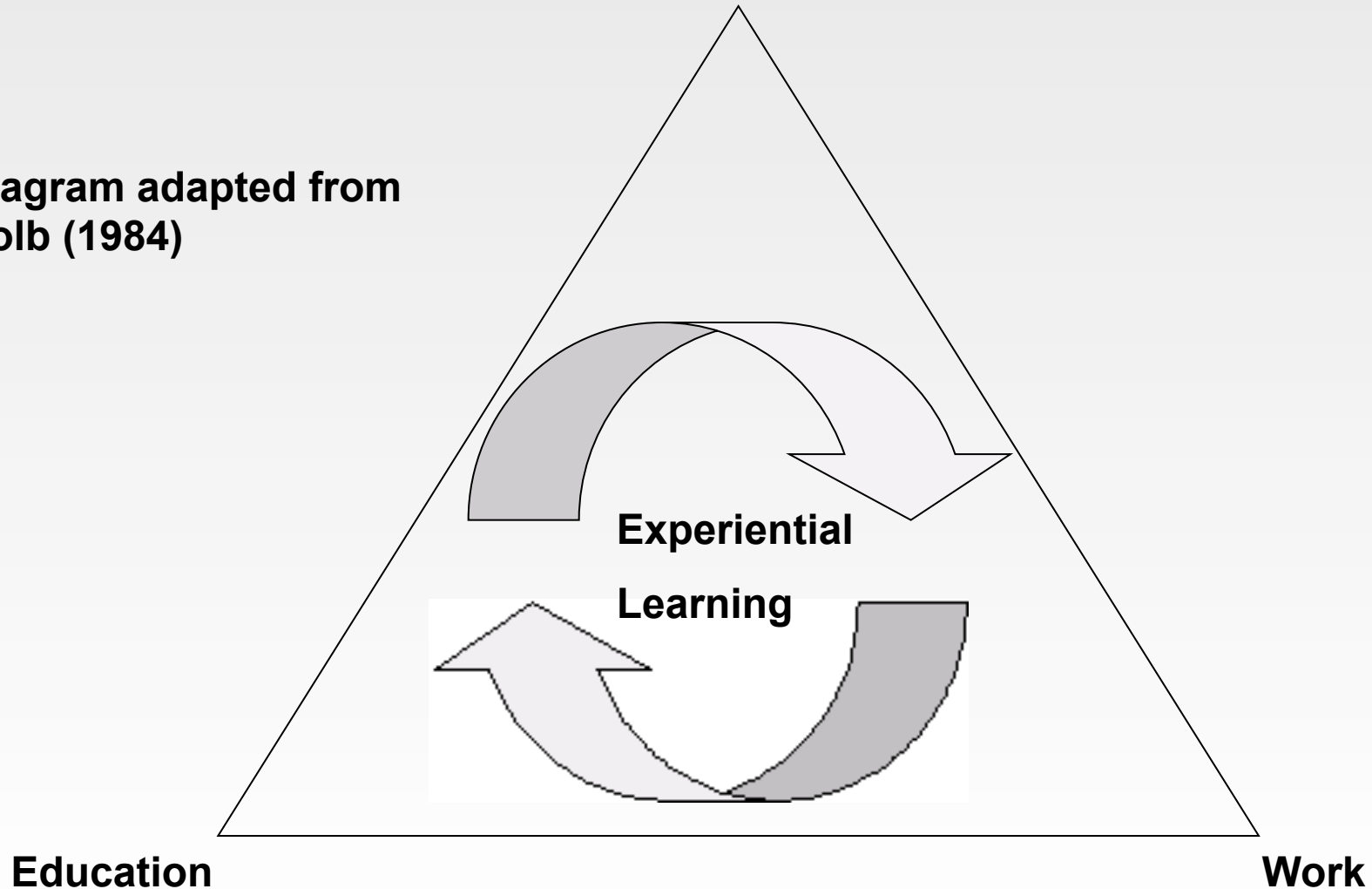
- ILO form the basis of assessment.
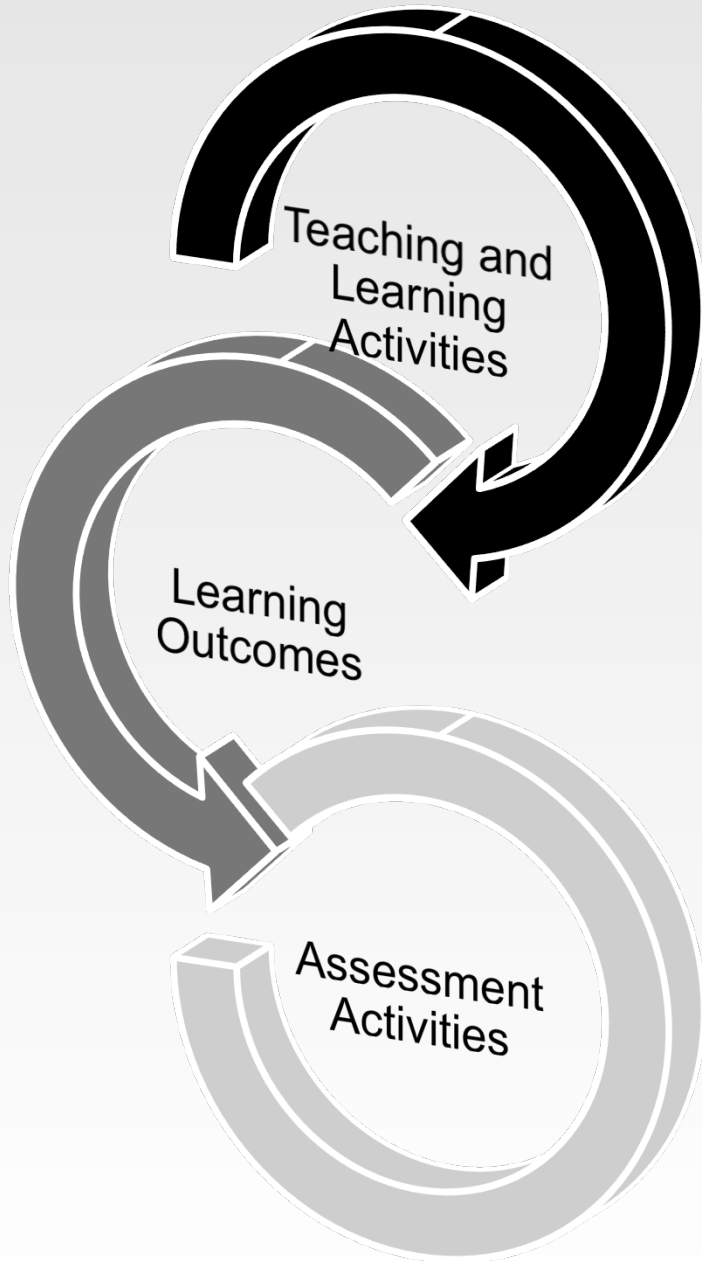
Biggs and Tang. *Teaching for Quality Learning at University*. McGraw-Hill, 2007.

Experiential Learning

Personal Development

Diagram adapted from Kolb (1984)

Experiential

Learning

Education

Work

"Everyone arrives at UCL with dramatically varying experience of cataloguing. Some of my peers spent much of their compulsory training years cataloguing, and are quite used to cataloguing all manner of unusual things, and others have already had extensive training. In contrast, some of my classmates, whose training years were perhaps more orientated on front-of-house activities, had no cataloguing experience at all. I, and many other students, occupy a middle-ground where we are relatively inexperienced but do have some understanding and experience of cataloguing."

Charlotte Middleton. (2013) 'The Experiences of a New Cataloguer'. *Catalogue and Index* 173: 39-40,
http://www.cilip.org.uk/sites/default/files/Catalogue%20and%20Index%20issue%20173%2C%20December%202013.pdf

Date	10am Session Title	Location	11:30am Session Title	Location
4 October	Lecture: The development of the OPAC	AACR2	South Wing 9 Garwood LT	Practical: Title and statement of responsibility	Gordon Street (25) 105 – Public Cluster
11 October	Lecture: MARC	South Wing 9 Garwood LT	Practical: Bodies – personal and corporate	Foster Court 114
18 October	Lecture: Name Authority	South Wing 9 Garwood LT	Practical: Name Authority	Foster Court 114
25 October	Discovery	South Wing 9 Garwood LT	Practical: OPAC & OPAC 2.0	Gordon Street (25) 105 – Public Cluster
1 November	Practical: Local policy & why it matters	South Wing 9 Garwood LT	Practical: Publication area	Edition statement	Foster Court 114
8 November		READING WEEK	NO CLASSES		
15 November	Lecture: Beyond AACR2: RDA	South Wing 9 Garwood LT	Practical: Physical description	Foster Court 114
22 November	Lecture: Beyond AACR2: the historical legacy	South Wing 9 Garwood LT	Practical: Multipart works	Series	Foster Court 114
29 November	Lecture: Beyond AACR2: the international cataloguing scene	South Wing 9 Garwood LT	Practical: Conferences	Foster Court 114
6 December	Lecture: Working as a cataloguer	South Wing 9 Garwood LT	Practical: Uniform titles	Foster Court 114
13 December	Lecture: Retrospective conversion	South Wing 9 Garwood LT	Practical: Working as a cataloguer	Gordon Street (25) 105 – Public Cluster

"Most research on the flipped classroom employs group-based interactive learning activities inside the classroom, citing student-centred learning theories … The exact nature of these activities varies widely between studies"

"We define the flipped classroom as an educational technique that consists of two parts: interactive group learning activities inside the classroom, and direct computer-based individual instruction outside the classroom."

"The flipped classroom actually represents an expansion of the curriculum, rather than a mere re-arrangement of activities"

Bishop, J.L. and Verleger, M.A. (2013). 'The Flipped Classroom: A Survey of the Research'. *120th ASEE Annual Conference & Exposition, June 23-26, 2013*, Paper ID #6219, http://www.flippedlearning.org/cms/lib07/VA01923112/Centricity/Domain/41/WhitePaper_FlippedLearning.pdf

## INSTG004 CATALOGUING (Monday Class) | 2013

All lectures take place in Foster Court G31. All practicals take place in Bedford Way 316.
Common timetable for INSTG004:
https://cmis.adcom.ucl.ac.uk:4443/timetabling/moduleTimet.do?firstReq=Y&moduleId=INSTG004&acadYearFl=N

Date	10am Lecture	11:30 am Practical	Preparation	Follow-up
30 September	Cataloguing 101	Catalogues, Cataloguing Standards, Cataloguing Policies	None	*Practical Cataloguing* chapters 1 & 2
7 October	How Did We Get here?	Familiarization with RDA Toolkit & AACR2	None	*Practical Cataloguing* chapters 6 & 10
14 October	What the Users See	Bibliographic Elements & MARC 21	*Practical Cataloguing* chapters 3 & 7	Consolidate your learning (reread notes)
21 October	Name Authority	Access Points & Headings	*Practical Cataloguing* chapter 4	Consolidate your learning; start to find your own examples
28 October	International Standards and Local Policies	Starting Your Cataloguing Policy	Assigned sample policies	Consolidate your learning; find your own examples
4 November		READING WEEK	NO CLASSES	
11 November	Catalogue 2.0	Catalogue 2.0	Revisit your work's catalogue	*If interested*, Chambers. *Catalogue 2.0*
18 November	International ≠ Anglo-American Alone	Your Cataloguing Policy (Support Workshop)	Bring examples from which you want to work	Find more examples
25 November	Futurecasting: BIBRAME and Beyond	Your Cataloguing Policy (Support Workshop)	Bring examples from which you want to work	Find more examples
2 December	Working as a Cataloguer	Your Cataloguing Policy (Support Workshop)	Bring examples from which you want to work	Find more examples (if still needed)
9 December	Working as a Cataloguer	Aleph / Cataloguing Policy Surgery	Print our your draft policy or email to Anne	Finish your cataloguing policy for submission 27 January

Key Findings
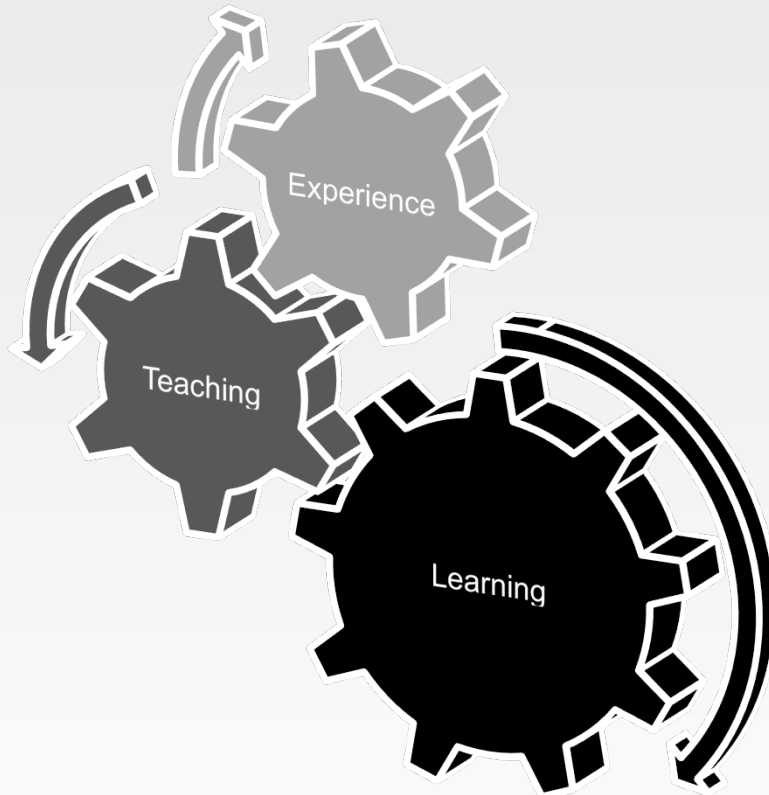
- Wider range of student choice in activities
- Preferred activities:
  - Watching videos
  - Consulting catalogues
  - Listening to lectures
- Blended learning
- Greater confidence
- Classroom was extended not just flipped

Lessons Learned for Next Session