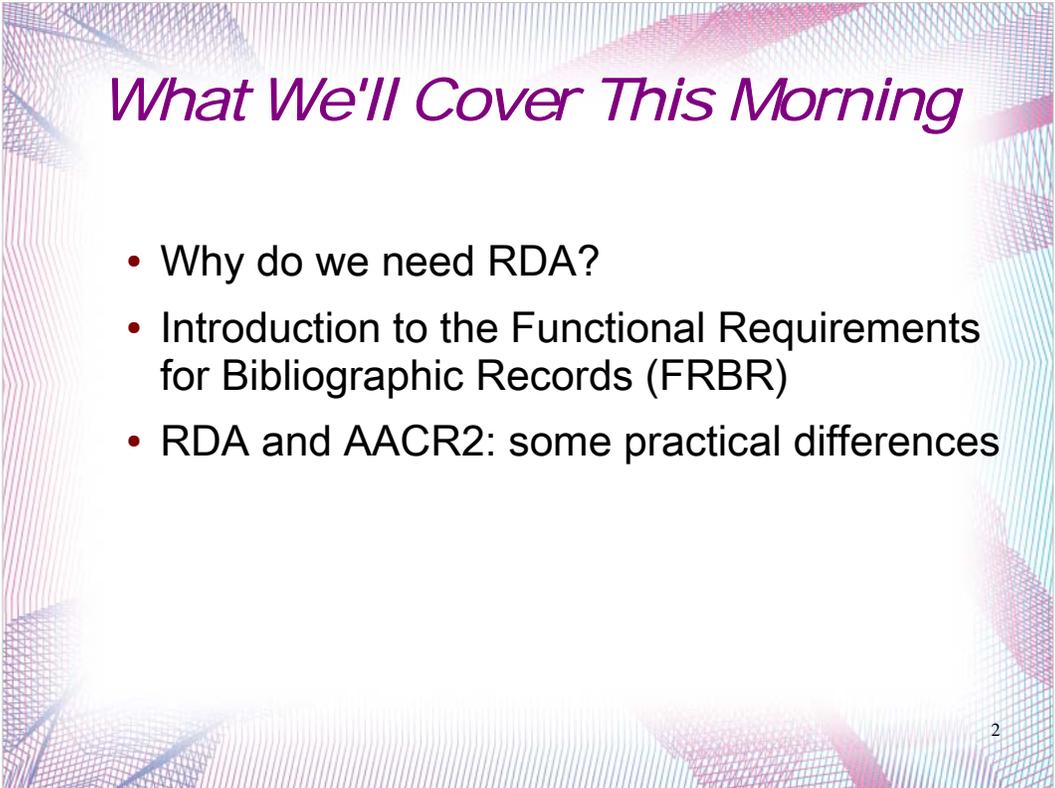


*Visualizing RDA for
Public Services*

OLA Super Conference
February 3rd, 2012

F. Tim Knight, Associate Librarian
Osgoode Hall Law School Library
York University





What We'll Cover This Morning

- Why do we need RDA?
- Introduction to the Functional Requirements for Bibliographic Records (FRBR)
- RDA and AACR2: some practical differences

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There are three main areas that we will cover this morning.

Why do we need RDA?

An introduction to FRBR which is the conceptual model that informs the philosophy and structure of RDA.

We'll then take a look at some of the practical differences we can expect to see between AACR2 and RDA.

So let's get started with why RDA is necessary.

Why RDA?

- Very brief history of AACR
- Evolution of the bibliographic space
- Evolution of AACR
- Introduction and development of RDA

3

We'll start with a very quick look at the history of AACR.

Then we'll look at how the bibliographic space has evolved over the past couple of decades and see how AACR has tried to cope with the changes.

And we'll end this section with the introduction and development of RDA.

Brief History of AACR2

- AACR first appeared in 1967
- Followed by AACR2 in 1978 with significant revisions occurring in 1988, 2002 and 2004

4

AACR first appeared in 1967. It was issued in two separate versions: an AACR for North America and an AACR for England.

In 1974 the Joint Steering Committee for the Revision of AACR also known as the JSC was established. The JSC has members representing ALA, the British Library, the CLA (represented by the Canadian Committee on Cataloguing), the Library Association, and the Library of Congress.

In 1978 the second edition of AACR, AACR2 was published this time consolidated as a single edition.

In 1988 a substantial revision occurred and AACR was published in loose-leaf format to make it easier to update.

In 2001 the chapter devoted to 'computer files', originally added in 1987, was revised and renamed 'electronic resources'.

Two other major revisions occurred in 2002 and 2004 dealing with emerging information formats and issues surrounding 'seriality', i.e. clarifying the difference between a serial like a law journal and an integrating resource like a loose-leaf service or, the now ubiquitous website.

Resource Description & Access

WHY RDA?

Why not continue with a new version of AACR:
for example AACR3?



5

OK, so again, why RDA?

Let's go back to AACR.

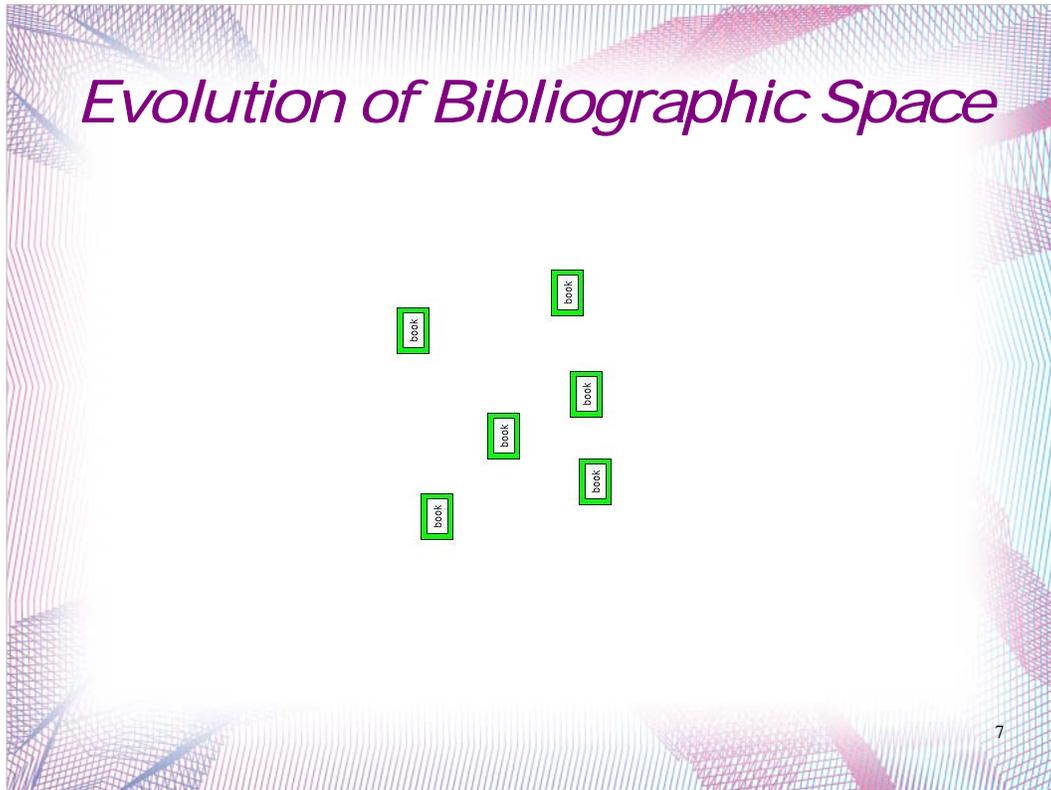
The heart and soul of the Anglo-American Cataloguing Rules has always been the book.

Books with a title and a statement of responsibility clearly displayed on the 'chief source of information': which, as you know, for a book is the title page.



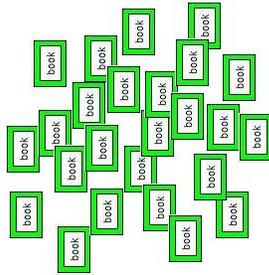
A book like this one.

A book with a straight-forward title, a clear statement of responsibility (i.e. listing an author or two), a familiar publisher, with some standard paging, illustrations, bibliographic references, etc.



As the publishing industry grew, more books were produced. The cataloguing rules evolved to handle the idiosyncratic approaches that each of the different publishers used to convey this same bibliographic information.

Evolution of Bibliographic Space

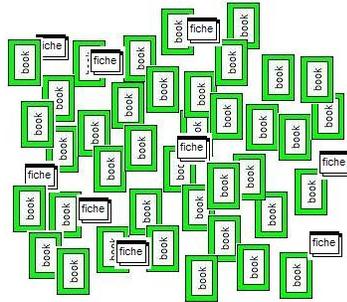


8

In the late 60s/early 70s the publishing industry really started to take off. The number of books entering the market increased substantially along with an increased availability of 'foreign' language titles from 'foreign' publishers.

But AACR was equipped for that.

Evolution of Bibliographic Space



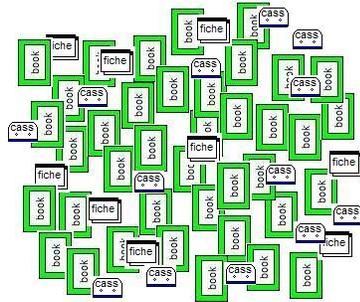
9

Due to the rapid growth of the publishing industry space quickly became an issue in many libraries.

Microfiche and microfilm became popular new formats because they offered to save space on library shelves.

AACR soldiered on: after all this was just the book reproduced in a different format.

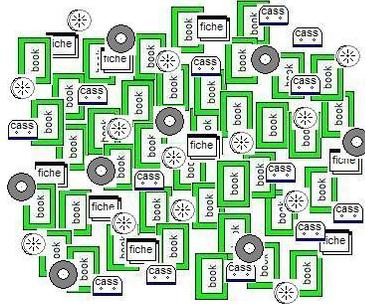
Evolution of Bibliographic Space



10

Then we saw the first so-called 'non-book' formats like audio tape cassettes ...

Evolution of Bibliographic Space



11

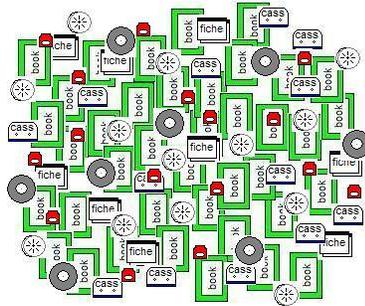
... 16mm films, vinyl records, and video tapes also became part of the library's collection.

These new formats were handled relatively well by AACR, but the cataloguing process still attempted to impose characteristics of the book on these 'non-book' resources.

But, now where is that title? On the case? On the record sleeve? On the label? Oh, wait it's on both, but they're slightly different...? Let's check the brochure it came with or a printed catalogue from a noted authority.

Maybe the best title will be found on the tape itself? The cataloguer now had to listen or watch a bit of the resource content to find out this information.

Evolution of Bibliographic Space



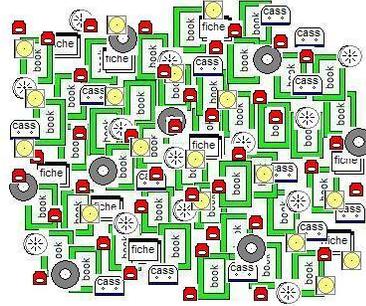
12

In the early 80s the floppy disk appeared storing text and software for use with the newly introduced personal computer; these were not so intuitively called a 'computer file' by the rule makers. Again imposing print characteristics on non-print materials.

Towards the end of the 80s the conversion from the cardboard card catalogue to the new and exciting Online Public Access Catalogue, i.e. the OPAC, had begun.

This is about when I entered the library profession as a cataloguer.

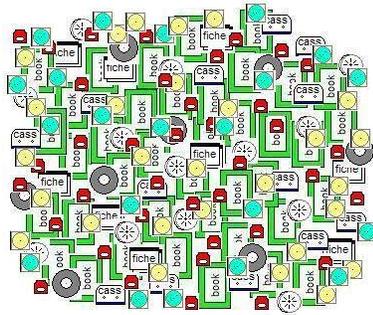
Evolution of Bibliographic Space



13

Electronic text then began entering the library on the CD-ROM which quickly also became very popular for databases and multimedia in the early 90s.

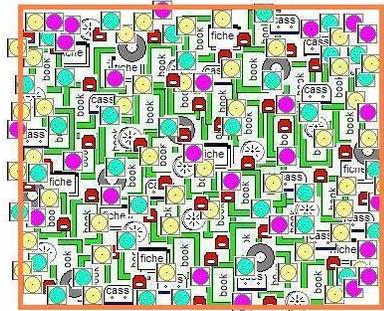
Evolution of Bibliographic Space



14

Then come the audio CD for music and spoken word.

Evolution of Bibliographic Space



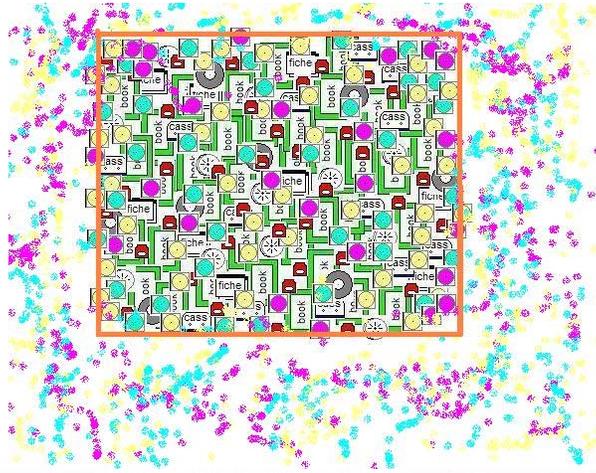
17

So far all of this change had mainly been happening within the confines of the individual library.

Things weren't done yet. This would put us at about the beginning of the 1990s.

But since about the mid-1980s Arpanet had been quietly percolating along ...

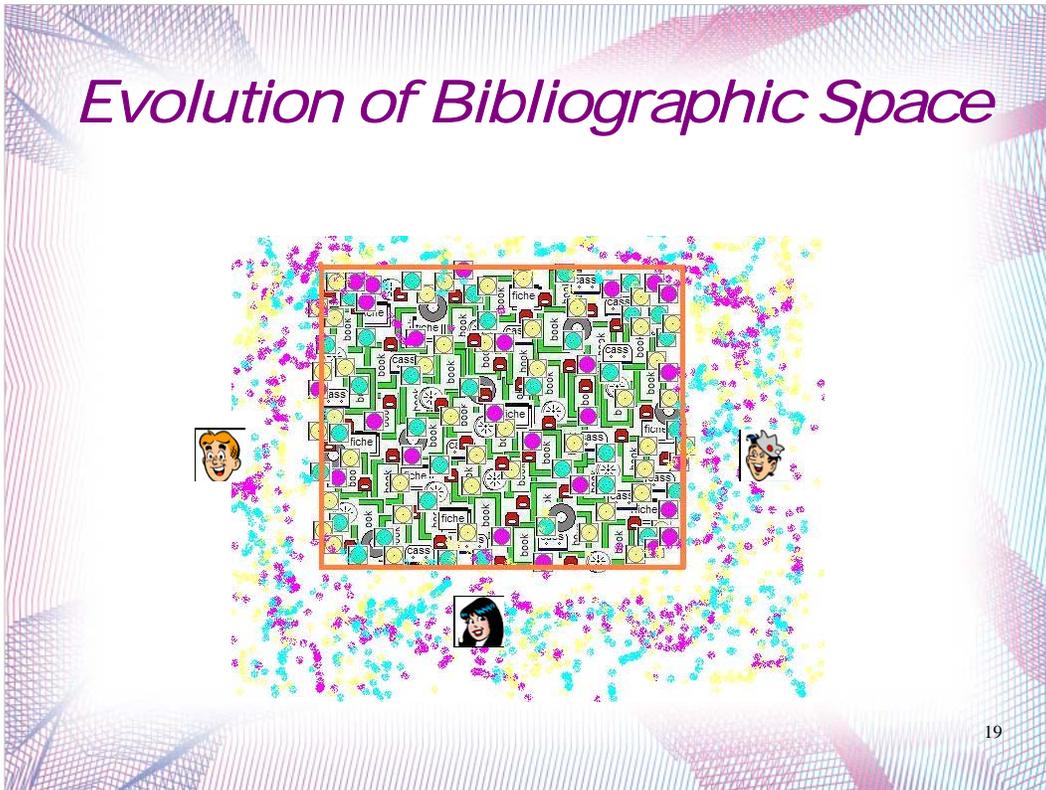
Evolution of Bibliographic Space



18

... and emerged in the early 90s as the Internet ...

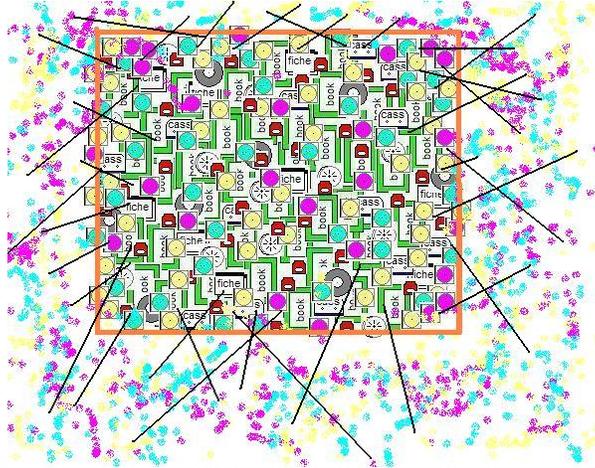
Evolution of Bibliographic Space



19

- ... with Gopher space: some of you may remember Archie, Veronica and Jughead, the first 'search engines', Gopher directories really ...
- ... and then the full blown wild World Wide Web, with an acronym that has more syllables than the full name it represents, WWW, appears in the mid 90s.

Evolution of Bibliographic Space



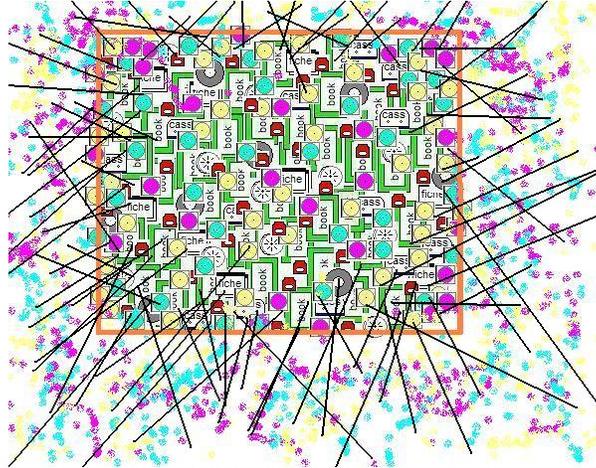
20

And, yes, a lot of this information is useful for our students, faculty and researchers. We should point to these resources so they can find it more easily. Let's catalogue them!

This stuff is just like those 'computer files' we've been working with; only now they're available over the network, through the Internet.

Isn't it kind of weird to have stuff that's part of the library's collection but not actually found in the library ...?

Evolution of Bibliographic Space



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Yep, lot's of great stuff.

How do we describe *this*?

AACR2 Has Evolved Too

Chapter 1. General Rules for Description

Chapter 2. Books, etc.

Chapter 3. Cartographic Materials

Chapter 5. Music

Chapter 6. Sound Recordings

Chapter 7. Motion Pictures and Videorecordings

Chapter 9. Electronic Resources

Chapter 11. Microforms

Chapter 12. Continuing Resources

23

But, AACR had evolved too.

There are chapters for books, maps, music, recordings, electronic resources, etc.

A chapter for all of the different types of things you might find in a modern library.

AACR2 Has Evolved Too

Chapter 1. General Rules for Description

Chapter 2. Books, etc.

Chapter 3. Cartographic Materials

Chapter 5. Music

Chapter 6. Sound Recordings

Chapter 7. Motion Pictures and Videorecordings

Chapter 9. Electronic Resources

Chapter 11. Microforms

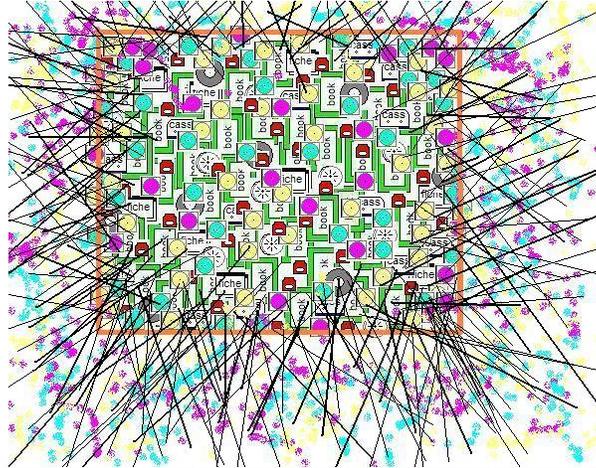
Chapter 12. Continuing Resources

24

For example, if you wanted to describe an electronic book the cataloguer would consult chapter 2 for Books and chapter 9 for Electronic Resources. That seems reasonable.

If the item was a map you would use chapter 3 for Cartographic Materials. A map that's available online chapters 3 and 9. OK.

Information Space in a Digital World



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But now we've got blogs, audio blogs, video blogs, comments to blogs, video comments to audio blogs, tweets, wikis, social networks, social tagging and bookmarking, groups on social networks, electronic journals, pre-prints, post-prints, journal aggregators, institutional repositories, etc., etc., etc.

Although it can be done, given enough time, this really does not translate well into AACR2.

Ones and Zeros

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0spoken_word01101011010011001podcasts10
0010001001000100010010electronic1001000
1101010legislation0101010010001blogs101010
1101000010000010wikis100111001100010011
1100111010011video10011100010001audio011
01110101001101100110101images10010010101
0110maps10011000110manuscripts100110100
10001case_law100011101101101001011001011

26

When we're dealing with what Stephen Abram has called 'format agnosticism', where everything, no matter what form it's in is available digitally, it doesn't matter so much if it's a book, a journal, a presentation, a blog, etc.

It's out there and it's available.

It's useful to us and our library users or it's not.

So how would you describe a podcast using AACR2?

AACR2 Has Evolved Too

Chapter 1. General Rules for Description

Chapter 2. Books, etc.

Chapter 3. Cartographic Materials

Chapter 5. Music

Chapter 6. Sound Recordings

Chapter 7. Motion Pictures and Videorecordings

Chapter 9. Electronic Resources

Chapter 11. Microforms

Chapter 12. Continuing Resources

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A podcast like Big Ideas, on TVOntario available through iTunes!?

It's a sound recording; it's in an electronic format available on the Internet; and it appears every week.

There's a chapter in AACR2 for each of these.

Chapter 6 for sound recordings
Chapter 9 for electronic resources, and
Chapter 12 for continuing resources ...

AACR2 Revolves

Chapter 1. General Rules for Description

Chapter 2. Books, etc.

Chapter 3. Cartographic Materials

Chapter 5. Music

Chapter 6. Sound Recordings

Chapter 7. Motion Pictures and Videorecordings

Chapter 9. Electronic Resources

Chapter 11. Microforms

Chapter 12. Continuing Resources

Chapter 13. Podcasts

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If we continued using AACR2 we might need to create a new chapter devoted specifically to describing podcasts.

But do we just continue to add new chapters to cover new and as yet unknown formats?

What about Twitter feeds? Often conference participants will collectively tweet about their experiences under an agreed upon hash tag that brings all of their comments together. These comments can later be retrieved collectively and, yes, they too could be catalogued.

AACR2 ⇒ AACR3? ⇒ RDA

- In 2004 the draft of a new edition of AACR2 appears, planned as AACR3
- However, became evident that a major overall in structure and purpose was necessary
- Problem with the “class of materials” approach used when cataloguing with AACR

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At the International Conference on the Principles & Future Development of AACR, a meeting of invited experts, held just up the street at the University of Toronto in 1997, it became clear that there were some fundamental problems that needed to be addressed if AACR were to continue to be a useful cataloguing standard in the 21st century.

Revisions that were later introduced to AACR in 2002 and 2004 had corrected some of the issues identified at the Conference, but these changes were reactive, applied after they were needed and didn't solve the continuing problems cataloguers faced especially when it came to describing the emerging electronic resources in the so-called 'digital world'.

The problem had its roots in the way AACR had developed and grown around the description of books which led to a cataloguing process focused on first identifying the “class of materials” to which the item belonged.

AACR2 ⇨ AACR3? ⇨ RDA

- This is expressed in AACR rule 0.24 which says in part:

“... the description of a physical item should be based ... on the chapter dealing with the class of materials to which that item belongs ...”

“... the starting point for description is the physical form of the item in hand ...”

30

This idea is found in AACR in the opening set of rules at 0.24 which says in part ...

“... the description of a physical item should be based ... on the chapter dealing with the class of materials to which that item belongs ...”

“... the starting point for description is the physical form of the item in hand ...”

This fundamental rule underlying the philosophy of AACR means that the first question asked when cataloguing anything is what *form* of resource is this: a book? A sound recording? An electronic resource?

If you look at 0.24 today you'll see it's been revised and these references have been removed replaced by a much more generic statement saying that it's “important to bring out all aspects of the item being described.” But this does not change this basic philosophy embedded in the rules.

AACR2 ⇒ AACR3? ⇒ RDA

- Describing resources as “book-like things” is problematic in the digital environment
- In 2005, the first draft of a new cataloguing standard was introduced Resource Description & Access

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It was clear that continuing to describe resources as “book-like things” was going to be problematic in the digital environment.

So in 2005, AACR was deconstructed and rearranged to create the first draft of a new cataloguing standard, Resource Description & Access, RDA.

First Draft of RDA, 2005

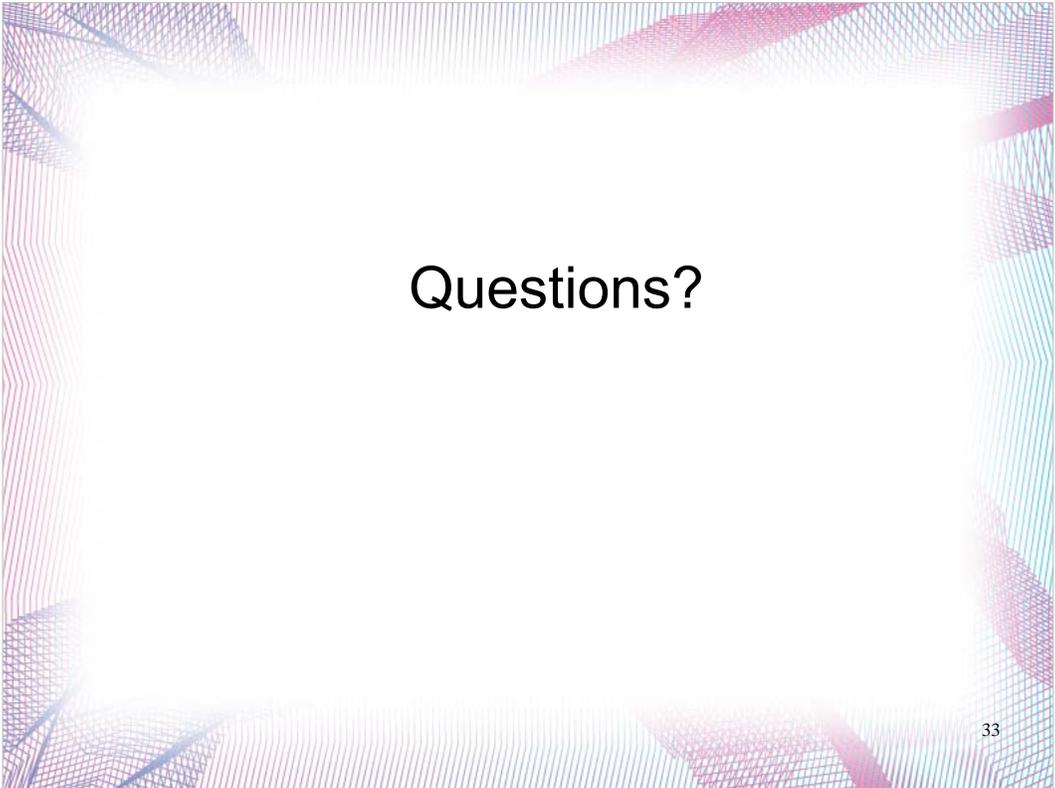
This first draft aimed to:

- address the current problems identified in AACR2
- simplify the rules
- encourage its use as a content standard useful for metadata communities found outside of libraries
- encourage application on an international level
- and create a principle-based approach to resource description that would build on cataloguer's judgement

32

This first draft aimed to do the following:

- address the current problems identified in AACR2
- simplify the rules
- encourage its use as a 'content standard' useful to metadata communities working outside of libraries
- encourage its application on an international level
- and create a principle-based approach to resource description that would build on the cataloguer's judgement.



Questions?

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This is the end of the first section. Are there any questions before we move on to look at some of the details of RDA?

What is RDA?

- Successor to the *Anglo-American Cataloguing Rules (AACR2)*
- Aligned with the *Statement of International Cataloguing Principles (2009)*

"Several principles direct the construction of cataloguing codes. The highest is the convenience of the user."

http://www.ifla.org/files/cataloguing/icp/icp_2009-en.pdf

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So what is RDA?

RDA is certainly seen as the successor to AACR2. It draws heavily on the language of AACR2 in the formulation of its rules.

It is also aligned with the Statement of International Cataloguing Principles a statement that "replaces and broadens the scope of the Paris Principles" released in 1961.

This is important because this statement's primary purpose is to guide the creation of rules that serve the convenience of catalogue users. And one of the significant users of the catalogue is? ... the Public Services librarian and staff.

A very important principle adopted by RDA.

What is RDA?

- A 'content standard' based on:
 - *Functional Requirements for Bibliographic Records (FRBR)*
 - *Functional Requirements for Authority Data (FRAD)*

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One of the fundamental differences between AACR2 and RDA is that RDA is a content standard based on the conceptual models FRBR (the Functional Requirements for Bibliographic Records) and FRAD (the Functional Requirements for Authority Data).

For the purposes of this morning's introduction we will focus primarily on FRBR.

How many of you are familiar with FRBR?

Introduction to FRBR

- Final report of the International Federation of Library Associations (IFLA) task force released in 1997
- This was reviewed, corrected and amended through to 2009
- In 2007 RDA adopts this conceptual model and reorganizes draft text

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FRBR is an important document created by a study group of the International Federation of Library Associations and published in 1998. So it's been around for over a decade or so now.

It was developed by analyzing existing bibliographic records and authority data, defining the entities, listing their attributes, and identifying relationships between the entities to develop an entity-relationship model.

FRBR is important because it provided the cataloguing community with a consistent language that could be used to frame discussions around what bibliographic data was all about.

In 2007 two years after the first RDA draft had been presented, the new JSC, the Joint Steering Committee for the Development of RDA, decided to use FRBR to address the structural problems that had been identified in AACR2 and reorganized RDA using the principles found in FRBR.

Introduction to FRBR

The aim of FRBR is to,

“... produce a framework that would provide a clear, precisely stated, and commonly shared understanding of what it is that the bibliographic record aims to provide information about, and what it is that we expect the record to achieve in terms of answering user needs.”

Functional Requirements for Bibliographic Records: Final Report

37

The aim of FRBR was to,

“... produce a framework that would provide a clear, precisely stated, and commonly shared understanding of what it is that the bibliographic record aims to provide information about, and what it is that we expect the record to achieve in terms of answering user needs.”

One of the key aspects of FRBR, that I've emphasized at the end of this quote from the Final Report, and which echoes back to the Statement of International Cataloguing Principles, is the importance for bibliographic information to answer “user needs.”

To Support Resource Discovery

RDA is a set of guidelines and instructions on *formulating data to support resource discovery*. - RDA 0.0

“The purpose of recording data is to support the user tasks.” -- Chris Oliver, *Introducing RDA*

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In the opening remarks of RDA the purpose is clearly stated: RDA aims to provide, “a set of guidelines and instructions on formulating data to support resource discovery.”

From a cataloguing perspective I think it's fair to say that we have always been in the business of providing information to help our users find the resources they need. But I believe having this included implicitly as part of the statement of purpose for our cataloguing rules represents an encouraging step forward.

And Chris Oliver also reminds us in her recent book 'Introducing RDA' that the “purpose of recording data is to support the user tasks.”

So, what are the user tasks? What do users need to do to find resources?

Any thoughts?

The FRBR User Tasks

- *Find* – to find entities corresponding to the users search criteria
- *Identify* – to confirm that the entity sought is the same as the entity described
- *Select* – to select an entity appropriate to the needs of the user
- *Obtain* – to acquire or gain access to the entity

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These are the four user tasks identified in FRBR:
[read slide]

Some critics of FRBR and RDA don't agree that these are the only user tasks. But if I think about the kind of research that I do I think they are pretty good.

My process would go something like this:

I put in some search terms into a search engine or library catalogue and see what I get [**find**].

I look at the list and **identify** those that might look useful to me.

I **select** the form I want maybe preferring to look at videos or electronic books.

And I click the link or jot down the call number and go and get the resource [**obtain**].

[And the user tasks in FRAD are similar: Find; Identify; Clarify or Contextualize; and Understand]

The Entity-Relationship Model

The three components of an entity-relationship data model

- *Entities* – the things that users are interested in: resources; people; subjects
- *Attributes* – the characteristics of these things
- *Relationships* – relationships between these things

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A few slides back I mentioned that FRBR is an entity-relationship model. This is one way to represent the bibliographic data that we use everyday.

There are three parts to an entity-relationship model:

- the **entities** themselves, the things that people are looking for, the products of intellectual or artistic creation, the story, the research paper, the film. Entities can also be the people or groups of people responsible for the creation of these things; and entities can also be the subjects or concepts that represent those things; so, the resources, people and subjects
- the **attributes** are the characteristics we use to describe those resources, people or subjects
- and finally there are the **relationships** that identify the connections that relate these things to other things, to people and to subjects

The FRBR Entities

- *Group 1* – entities that are the results of intellectual or artistic effort: Work; Expression; Manifestation; Item
- *Group 2* – entities responsible for intellectual or artistic work: Person; Corporate Body; Family
- *Group 3* – entities that are subjects of intellectual or artistic work: Concept; Object; Event; Place

41

There are three groups of entities defined in the FRBR model:

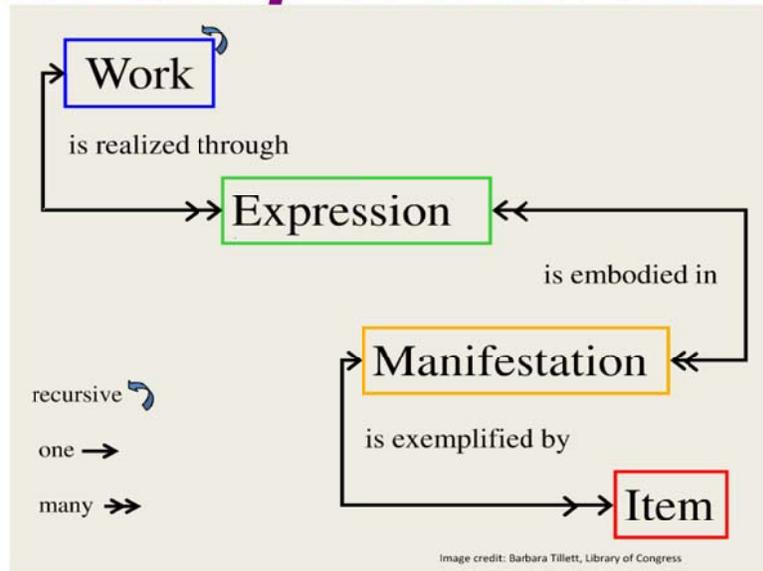
The Group 1 entities are the resources, the results of intellectual or artistic effort. These are described in FRBR as the **Work**, the **Expression**, the **Manifestation** and the **Item**. These have been collectively referred to as **WEMI**.

The Group 2 entities represent those who are responsible for the intellectual or artistic effort. These entities can be a **Person**, a **Corporate Body**, or a **Family**.

And finally Group 3 entities are the subjects of intellectual or artistic effort: a **Concept**; an **Object**; an **Event**; or a **Place**. And any Group 1 and Group 2 entity can be subjects handled by the Group 3 entities.

This last group, the Group 3 entities have so far not been fully developed in RDA but placeholder chapters have been included for this future development.

The Group 1 FRBR Entities



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The relationships that exist between the **Group 1** entities are shown here in this diagram.

First there is the **Work**; the original intellectual or artistic idea. This is something that is thought of, reconsidered, developed, by the person creating it.

When a **Work** is ready it is **realized** through an **Expression**.

This **Expression** is then **embodied** in a **Manifestation**.

And a **Manifestation** is **exemplified** by an **Item**.

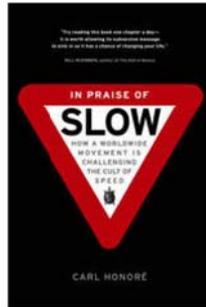
Cataloguers are used to dealing with items and therefore usually begin our work at the bottom of this **WEMI** diagram. But the relationships between these four bibliographic entities are all present when an item is considered for cataloguing.

As we gather the information needed to complete our bibliographic descriptions we tend to move our way up through this diagram as necessary. This will become clearer I think as we look at some of the attributes of each of these entities. But before we do that let's try and firm up our understanding of these Group 1 entities.

The Item Entity

Item

The item is the object that can be held and observed



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The **Item** is the object that we can hold and observe. For example this book by Carl Honoré, *In Praise of Slow*.

Online objects of course can not be held so it might be better to think of this as the resource itself; that object that is owned or can be accessed by your library: the 'thing' you are about to catalogue.

Your library's copy of the **Item** may be unique, signed by the author for example, or damaged with missing pages; or it may be identical to all of the other copies produced or “exemplified” in the **Manifestation**.

The Manifestation Entity

Manifestation

The manifestation is the collection of all of the items produced



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The **Manifestation** is the collection that encompasses all of the **Items** that were produced by the publisher. There may be 10,000 copies of this book published. Your library will have purchased one copy (or more) of this book from this **Manifestation of Items**.

The Expression Entity

Expression

The Expression is a realization of the Work that is embodied by the Manifestation.

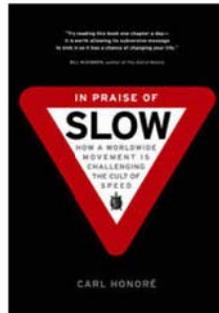
45

The **Expression** is the embodiment of the **Work**. The **Expression** might be the author's original manuscript for example.

The Expression Entity

Expression

This is the English Expression of *In Praise of Slow*.



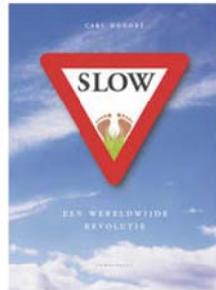
46

We've been looking at the **Manifestation** and the **Item** for the English **Expression** of Honoré's *In Praise of Slow*.

The Expression Entity

Expression

This is the Dutch Expression of *In Praise of Slow*.



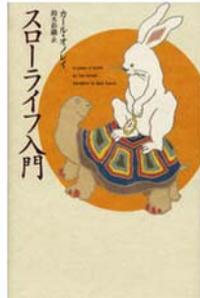
47

But there is also this **Expression** in Dutch.

The Expression Entity

Expression

This is the Japanese Expression of *In Praise of Slow*.



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And this is the Japanese **Expression** of *In Praise of Slow*.

The Work Entity

Work

The Work is Carl Honoré's abstraction of *In Praise of Slow*.



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Each **Expression** is a realization of Carl Honoré's **Work**, *In Praise of Slow*.

Maybe he got the idea for this this book while taking a stroll in the rain. He may have thought about this work over a period of weeks and months, developing the idea, taking notes and eventually pulling it together to create his first **Expression** of his idea.

Group 1 Entity Summary



So in summary.

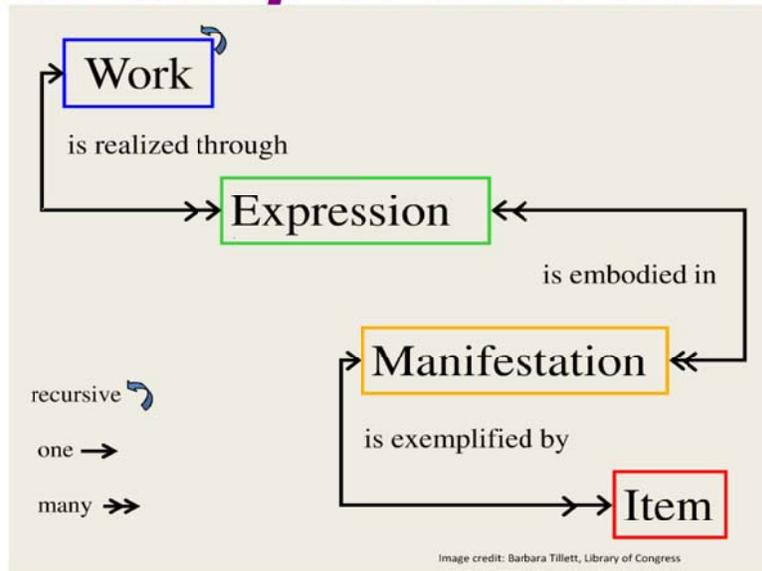
An author or creator imagines, develops and creates a **Work**.

That **Work** is then realized by an **Expression** of that intellectual effort. Honoré's original **Work** was published in 2004 in English as a book. It was subsequently translated into a number of different **Expressions** including Dutch and Japanese.

The English **Expression** was then embodied in a **Manifestation** which is made up of many **Items**.

And the **Manifestation** is exemplified by a single **Item** which has been acquired by the library and appears in the library catalogue.

The Group 1 FRBR Entities



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I hope that when you look at this diagram now it makes a little more sense to you.

First there is the **Work**; the original intellectual or artistic idea.

The **Work** is realized through an **Expression**.

An **Expression** is embodied in a **Manifestation**.

A **Manifestation** is exemplified by an **Item**.

OK, so let's look at some of the attributes associated with these entities.

Attributes of FRBR Entities

- Attributes of entities are the things users search for when searching for a resource
- Attributes are also used by users to help them interpret responses about particular entities
- Two general categories:
 - Attributes found by examining the entity, e.g. title, statement of responsibility, etc.
 - Attributes found in an external source e.g. identifiers, contextual information, etc.

52

We said that attributes are the characteristics that describe entities. Attributes are the characteristics of an entity.

It is an attribute that we use to find aspects about a specific entity. For example, looking for poetry written in the 19th century.

Attributes are also used to interpret the results of searches. Is Elizabeth Barrett Browning a 19th century poet?

Attributes fall into two general categories:

-those that can be found by examining the entities of the resource itself; for example the title, statement of responsibility, date of publication, etc.

-and those that can be found in an external resource; for example, item identifiers, contextual information about the history of the item, etc.

Attributes of Manifestations

- title of the manifestation
- statement of responsibility
- edition/issue designation
- place of publication/distribution
- publisher/distributor
- date of publication
- series statement
- extent of carrier

53

Since we are often working with **Manifestations** and **Items**, I'll start by looking at some of the attributes associated with **Manifestations**.

In this slide you'll see some of the attributes that you might use to describe the **Manifestation** entity.

...

There are many more attributes available but you should recognize most of these as characteristics you deal with in your usual library activities.

Attributes of Items

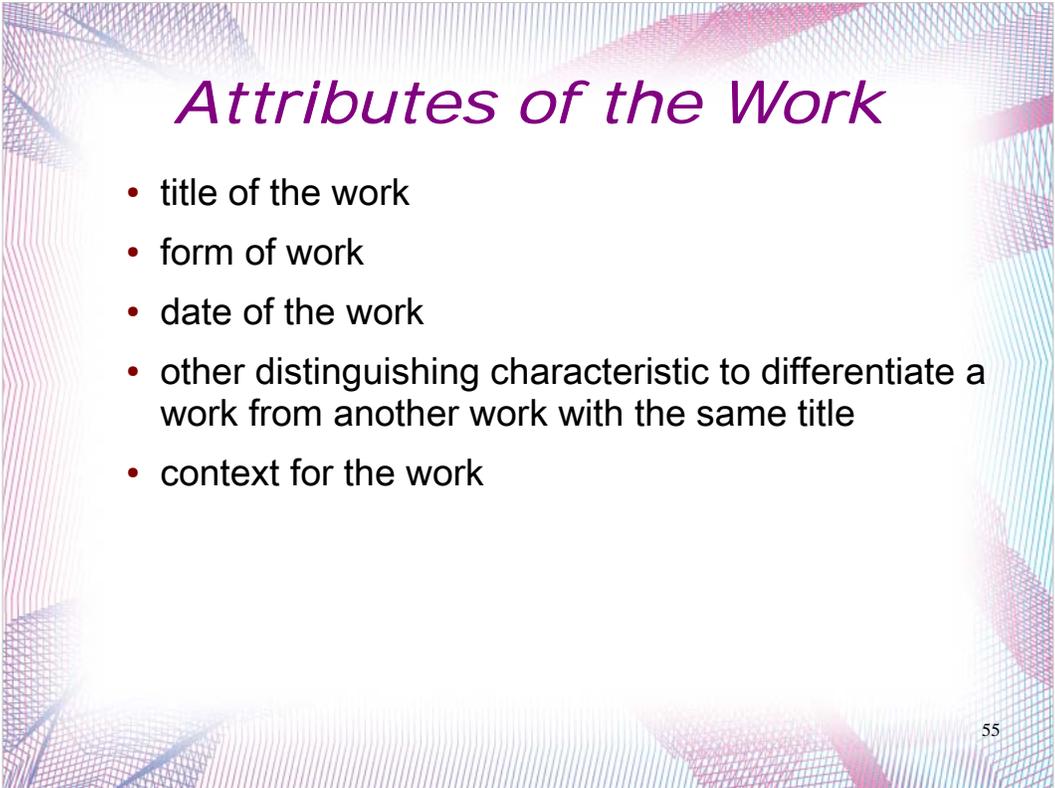
- item identifier
- provenance of the item
- marks/inscriptions
- exhibition history
- condition of the item
- treatment history
- access restrictions on the item

54

Again these **Item** attributes are probably familiar to you too; but you may not encounter them as often as you might see the attributes for the **Manifestations**.

In fact, you might be thinking that the attributes listed under **Manifestations** are what you would usually think of as item characteristics.

That was true when thinking about items in AACR but RDA uses the FRBR entities and **Item** has a slightly more specific meaning in FRBR.



Attributes of the Work

- title of the work
- form of work
- date of the work
- other distinguishing characteristic to differentiate a work from another work with the same title
- context for the work

55

These are some of the characteristics associated with the **Work**. The abstract idea of the resource that we are cataloguing. It is through the work that we can relate **Expressions** and **Manifestations** to each other.

Attributes of the Expression

- title of the expression
- form of expression
- date of expression
- language of expression
- other distinguishing characteristics
- summarization of content

56

Here are some attributes associated with the **Expression**.

Attributes of the **Work** and **Expression** are similar to what we used to refer to as the 'uniform title' in AACR. In RDA these attributes would be used to create **access points** in the bibliographic record.

The FRAD User Tasks

- *Find* – to find entities corresponding to the users search criteria
- *Identify* – to confirm that the entity sought is the same as the entity described
- *Contextualize* – place an entity in context; clarify the relationship between two or more entities
- *Justify* – document the reasons for choosing the name or form of name that the access point is based

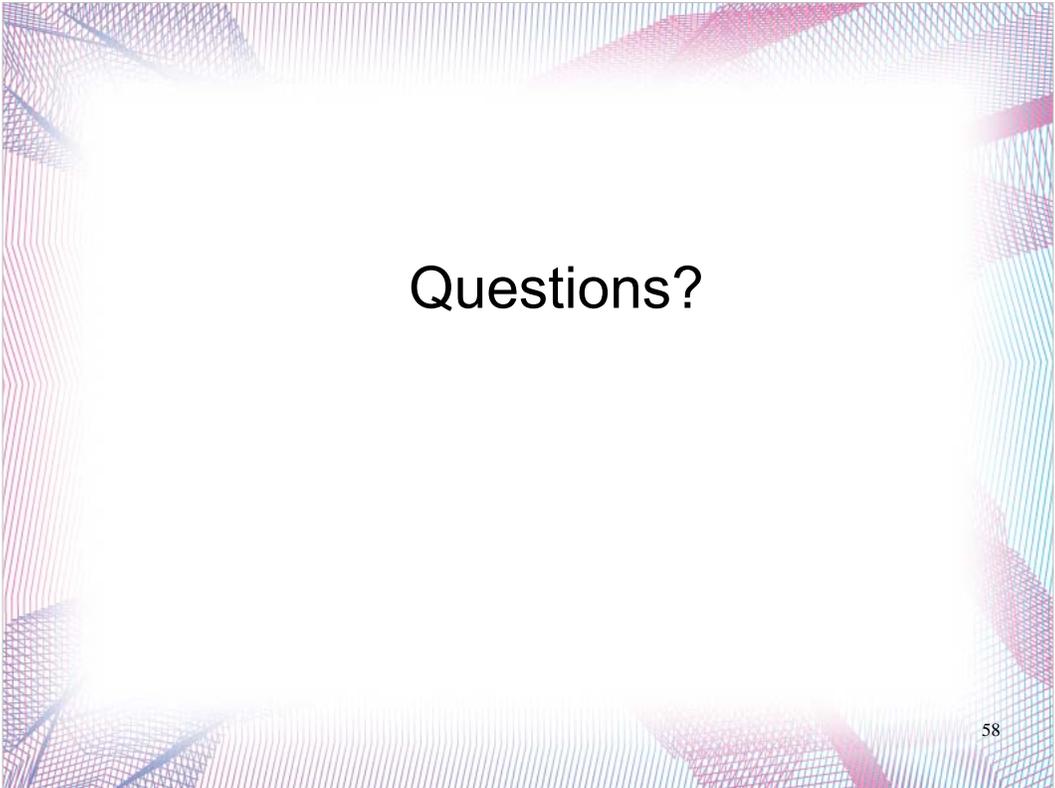
57

I won't be going into the details of FRAD, the Functional Requirements for Authority Data, but I thought I'd just touch on the user tasks associated with FRAD just for your information.

The first two are essentially the same as the FRBR tasks. The two new tasks listed are more specifically related to authority data.

To **Contextualize** or place the person, corporate body, work etc. in context; to clarify the relationship between a person, corporate body, work, etc. and the name by which that entity is known.

And the last is to **Justify** or document the reasons that the authority data creator had for creating the name in the form used in what RDA calls the 'controlled access point'.



Questions?

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OK, so that's the end of our overview of the FRBR data model.

Are there any questions or comments about any of this before we move on to look at some of the practical differences to expect in RDA?

RDA & AACR2: Practical Differences

- Philosophy
- Structure
- Terminology
- Core Elements
- Transcription – take what you see
- “Rule of Three”
- Media, Carrier and Content Types

59

In its current form RDA draws heavily on the rules and examples provided in AACR2. Some of these AACR2 rules and examples have been transcribed directly into RDA, while others have been reworked to fit the FRBR entity-relationship structure. And of course there are new instructions and guidelines that have been added to RDA as well.

Because this switch to RDA is really the beginning of a transitional period away from our current ways of working, you'll see a lot of familiar concepts. However, cataloguers will now embrace the explicit user based philosophy of RDA and will need to adjust to the new terminology that comes out of the FRBR model. And we'll take a look at some of that now.

We'll also look at some of the practical differences including the use of 'core' elements, the emphasis on direct transcription of information, the so-called 'rule of three' used in AACR2 and the GMD (General Material Designator) now handled in RDA by the media, carrier and content types.

RDA & AACR2: Philosophy

RDA

“RDA provides a set of guidelines and instructions on formulating data to support resource discovery.”

AACR2

“These rules are designed for use in the construction of catalogues and other lists in general libraries of all sizes.”

60

The very first sentence of RDA found at 0.0 Purpose and Scope is:

“RDA provides a set of guidelines and instructions on formulating data to support resource discovery.”

Compare that to the General Introduction at 0.1 in AACR2 that starts with the following statement:

“These rules are designed for use in the construction of catalogues and other lists in general libraries of all sizes.”

RDA represents a fundamental shift away from rules meant to build library catalogues toward a set of guidelines focused on the creation of “data” that supports “resource discovery.”

RDA & AACR2: Philosophy

RDA – The data created ... to describe a resource are designed to assist users performing the following tasks:

Find -- to find resources that correspond to the user's stated search criteria

Identify -- to confirm that the resource described corresponds to the resource sought, or to distinguish between two or more resources with similar characteristics

Select -- to select a resource that is appropriate to the user's needs

Obtain -- to acquire or access the resource described

61

RDA then goes on to state that the descriptive data is designed to assist users with these four tasks which, as you will recall from earlier this morning, are based on the FRBR user tasks.

To **Find** resources that correspond to the user's stated search criteria;

To **Identify** and confirm that the resource described corresponds to the resource sought, or to distinguish between two or more resources with similar characteristics;

To **Select** a resource that is appropriate to the user's needs;

And to **Obtain**, i.e. to acquire or access the resource described.

RDA & AACR2: Philosophy

RDA – The data created to describe an entity associated with a resource are designed to assist users performing the following tasks:

Find -- to find information on that entity and on resources associated with the entity

Identify -- to confirm that the entity described corresponds to the entity sought, or to distinguish between two or more entities with similar names, etc.

Clarify -- to clarify the relationship between two or more such entities, or to clarify the relationship between the entity described and a name by which that entity is known

Understand -- to understand why a particular name or title, or form of name or title, has been chosen as the preferred name or title for the entity

62

RDA then talks about data created for an entity associated with a resource supporting with the following user tasks based on FRAD, the Functional Requirements for Authority Data.

To **Find** information on that entity and on resources associated with the entity;

To **Identify** and confirm that the entity described corresponds to the entity sought, or to distinguish between two or more entities with similar names, etc.

To **Clarify** the relationship between two or more such entities, or to clarify the relationship between the entity described and a name by which that entity is known;

To **Understand** why a particular name or title, or form of name or title, has been chosen as the preferred name or title for the entity.

RDA & AACR2: Philosophy

AACR2

0.24 "... the description of a *physical item* should be based in the first instance on the chapter dealing with the *class of materials* to which that item belongs ... the starting point for description is the *physical form of the item in hand*, not the original or any previous form in which the work has been published." (1998)

0.24 "It is important to bring out all aspects of *the item being described*, including its content, its carrier, its type of publication, its bibliographic relationships, and whether it is published or unpublished." (2002)

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This first quote is from the 1998 version of AACR2 and shows the emphasis on the physical item and the idea of the 'class of materials.' This statement was changed a bit in the 2002 revision but the emphasis on the physical item in AACR2 remains.

This reliance on the physical item and describing things based on the 'class of materials' that they belong to is one of the problems that has plagued the development of AACR in the digital age.

You'll also note that there is no explicit reference to a 'user' or supporting user tasks of any kind in this definition. AACR was, as mentioned in a previous slide, designed to create library catalogues. I suppose there is an assumption that someone will be using those catalogues, but this is not stated in these original rules.

RDA however shifts the focus to the user and aims to describe the 'resource'; that is, the intellectual or artistic **content** of the resource and therefore de-emphasizes the format of the resource. This makes RDA applicable to all resources regardless of the format and makes it easier to handle new formats that might be developed.

And by focusing on 'resource discovery' RDA broadens its usefulness to the wider metadata community.

RDA & AACR2: Structure

AACR2

- Part I – Description
- Part II – Headings, Uniform Titles, References

RDA

- Recording of Attributes
- Recording of Relationships

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We'll leave the philosophical aspects of RDA and look at some of the differences in structure between RDA and AACR.

AACR2 was presented in two parts with 25 chapters, some introductory material, appendices and a glossary. RDA appears to be little more complicated having 10 sections which consist of a total of 37 chapters along with an introduction, appendices and a glossary.

But RDA's 10 sections really boil down to two basic functions: recording attributes of entities and then recording the relationships that exist between entities.

And really the breakdown for both sets of cataloguing rules is essentially the same: a collection of rules that deal with description and a collection of rules that deal with access.

RDA & AACR2: Structure

RDA

- Recording Attributes of ...
 - Section 1: Manifestation & Item
 - Section 2: Work & Expression
 - Section 3: Person, Family, & Corporate Body
 - Section 4: Concept, Object, Event & Place

65

Let's look a little more closely at the structure of RDA.

The first section of RDA provides instructions for recording attributes of: Manifestation and Item; Work and Expression; Person, Family and Corporate Body; and Concept, Object, Event & Place.

In other words these are instructions on how to record attributes of the Group 1, Group 2, and Group 3 entities.

RDA & AACR2: Structure

RDA

- Recording Primary Relationships ...
 - Section 5: Between Work, Expression, Manifestation, & Item

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The next section in RDA deals with identifying the primary relationships that exist between the Work, Expression, Manifestation and Item.

RDA & AACR2: Structure

RDA

- Recording Relationships to ...
 - Section 6: Persons, Families, & Corporate Bodies
 - Section 7: Concepts, Objects, Events, & Places

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The next two sections deal with relationships between Group 2 entities, i.e. Persons, Families, and Corporate Bodies; and between Group 3 entities, Concepts, Objects, Events and Places.

RDA & AACR2: Structure

RDA

- Recording Relationships between ...
 - Section 8: Works, Expressions, Manifestations, & Items
 - Section 9: Persons, Families, & Corporate Bodies
 - Section 10: Concepts, Objects, Events, & Places

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And the last three sections describe how to record relationships that exist between the Group 1, Group 2 and Group 3 entities.

RDA & AACR2: Terminology

"Item"

AACR2

- The "item in hand"

RDA

- The "item" as the information object
- The last entity in the FRBR Group 1 entities

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As we touched on earlier, one of the first terms that we need to adjust our thinking around is the notion of an 'item.'

In AACR2 the 'item' is the physical thing you hold in your hand when you are cataloguing.

But the 'item' in RDA is the last of the entities in the FRBR Group 1 entities and has a more specific meaning to it.

The 'item' as we've used it in AACR2 is much closer to the **Manifestation** entity found in RDA.

You can consider the "manifestation" and "item" as the information object that's of interest to users and the "work" and "expression" as something that facilitates access to that object and the relationships found between these objects.

OK, so that's the first term.

RDA & AACR2: Terminology

AACR2

Area
Heading
Main Entry
Added Entry
See References
Uniform Title

RDA

Element
Access Point
Authorized Access Point
Access Point
Variant Access Points
Preferred Title for a Work

70

Here are a few other familiar terms that have been changed in RDA.

For example, what we referred to as a “heading” in AACR is now considered an “access point,” either an “authorized access point” or a “variant access point.” The “uniform title” is now referred to as the “preferred title for a work” and “see references” are now also called “variant access points.”

Nothing really major here but good to be aware of these changes.

RDA & AACR2: Core Elements

AACR2

- Levels of description: first, second and third levels of description

RDA

- Core elements and additional elements

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In AACR2 there were three levels of description available.

The third level, which I think most cataloguers and libraries have provided includes, “all elements set out in the ... rules that are applicable to the item being described.”

RDA indicates a core set of elements, a minimum set of elements that all resource descriptions must contain.

RDA & AACR2: Core Elements

RDA Core Element Set (Manifestation & Item)

- Title Proper
- Statement of Responsibility
- Edition
- Numbering of Serials
- Date of Production (for a resource in an unpublished form)
- Publisher's Name
- Date of Publication
- Place of Distribution (if place of publication not identified)
- Distributor's Name (if publisher not identified)
- Date of Distribution (if date of publication not identified)

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As outlined in RDA instruction **0.6.2** the core elements for recording attributes of the **Manifestation** and **Item** are:

Title Proper

Statement of Responsibility

Edition

Numbering of Serials

Date of Production (for a resource in an unpublished form)

Publisher's Name

Date of Publication

Place of Distribution (if place of publication not identified)

Distributor's Name (if publisher not identified)

Date of Distribution (if date of publication not identified)

RDA & AACR2: Core Elements

RDA Core Element Set ... continued

- Place of Manufacture (place of publication nor distribution identified)
- Manufacturer's Name (publisher nor distributor identified)
- Date of Manufacture (publication date, distribution date, nor copyright date identified)
- Copyright Date (date of publication nor date of distribution identified)
- Title Proper of Series
- Numbering Within Series
- Title Proper of Subseries
- Numbering Within subseries
- Identifier for the Manifestation
- Carrier Type
- Extent

73

No real surprises here.

Place of Manufacture (place of publication nor distribution identified)

Manufacturer's Name (publisher nor distributor identified)

Date of Manufacture (publication date, distribution date, nor copyright date identified)

Copyright Date (date of publication nor date of distribution identified)

Title Proper of Series

Numbering Within Series

Title Proper of Subseries

Numbering Within subseries

Identifier for the Manifestation

Carrier Type

Extent

RDA & AACR2: Core Elements

“By definition the core element set does not provide comprehensive support for all of the FRBR/FRAD user tasks. Therefore it is important that local agencies give careful consideration to those additional data elements necessary to support the needs of their users.”

Comment from a memorandum issued in 2008 from Deirdre Kiorgaard,
then Chair of the Joint Steering Committee

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But it's interesting to note that Deirdre Kiorgaard, the then Chair of the JSC, said the following in a memorandum issued in 2008:

“By definition the core element set does not provide comprehensive support for all of the FRBR/FRAD user tasks. Therefore it is important that local agencies give careful consideration to those additional data elements necessary to support the needs of their users.”

So each cataloguing agency will need to identify the elements they consider core to their own user groups.

RDA & AACR2: Transcription

Abbreviations

AACR2

- Abbreviations used in some transcribed elements

RDA

- Abbreviations are only permitted if they appear on the source

75

One thing that's changed in RDA is a preference for the direct transcription of information when creating resource descriptions. Because RDA takes the information directly as it appears on the resource abbreviations are only allowed if they appear on the source.

This will mean that some of the cryptic Latin abbreviations we've traditionally used will no longer baffle our current generation of library users.

This 'take what you see' approach will also facilitate better machine processing of information in the future.

RDA & AACR2: Transcription

Some Examples

AACR2

[S.l. : s.n.], 1973

RDA

[Place of publication not identified] : [publisher not identified], 1973

76

So here's an example. This rather cryptic expression in AACR2, becomes much more readable in RDA.

RDA & AACR2: Transcription

Some Examples

AACR2

xvii, 537 p., [32] p. of plates : ill. (some col.)

RDA

xvii, 537 pages, 32 pages of unnumbered plates : illustrations (some colour)

77

The use of these abbreviations was really a product of the card catalogue where available space on a card was at a premium. This shorthand is no longer necessary in the digital environment.

Descriptive abbreviations that have become second nature to us, will now be spelled out in full. So here we see pages instead of p., the interpretation of the square brackets around the number 32, and the other terms fully spelled out.

This should help to demystify the catalogue and assist users when they interpret the data we've provided them.

RDA & AACR2: Transcription

Some Examples

Appears on the resource as: Third edition

AACR2

3rd ed.

RDA

Third edition

78

Here's another example from the edition statement. The direct transcription is used for the RDA description.

RDA & AACR2: Transcription

Inaccuracies

AACR2

- Inaccuracies corrected within the transcribed element using [sic] or [i.e. ...]

RDA

- Inaccuracies recorded as they appear on the source; variant access point or note included if considered important for access

79

Direct transcription also means that any errors found on a resource will also be transcribed exactly as they appear. A variant access point or a note in the description is added if it's considered important for access.

In AACR2 errors were indicated with [sic] or corrected using [i.e. ...].

RDA & AACR2: Transcription

Example

AACR2

Psychanalysis [sic] : its theories and practical application

Psychanalysis [i.e. Psychoanalysis] : its theories and practical application

RDA

Psychanalysis : its theories and practical application

Psychoanalysis : its theories and practical application

80

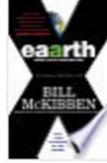
In AACR2 we used [sic] to indicate that the error was on the source, or we recorded the correction using [i.e. ...]. This meant something to cataloguers but was not necessarily clear for our catalogue users. I usually preferred the use of [i.e. ...] because it at least made the correct term available for keyword searching.

As we've seen RDA, working on the 'take what you see' approach, will transcribe any error as it appears on the source adding a variant access point if considered important for access. In this example it would be vital to add a variant access point for access.

I think though this procedure of including what we would refer to as an added title entry is probably closer to standard cataloguing practice. As least that's been my experience.

RDA & AACR2: Transcription

Inaccuracies



'Eaarth' is the name the author assigns to both his new book and the planet formerly known as Earth.

AACR2

Eaarth [sic] : making a life on a tough new planet / Bill McKibben.

RDA

Eaarth : making a life on a tough new planet / Bill McKibben.

81

Here's another example. The title here, Eaarth has an extra 'a' as assigned by the author to represent the new planet that he describes in his book.

AACR2 would use [sic] to indicate that this is how it appears on the chief source of information.

RDA records it as is with no special indications. A note explaining the spelling might be included in the description.

RDA & AACR2: "Rule of Three"

AACR2

1.1F5 If a single statement of responsibility names more than three persons or corporate bodies performing the same function, or with the same degree of responsibility, *omit all but the first of each group of such persons or bodies*. Indicate the omission by the mark of omission (...) and add et al. (or its equivalent in a nonroman script) in square brackets.

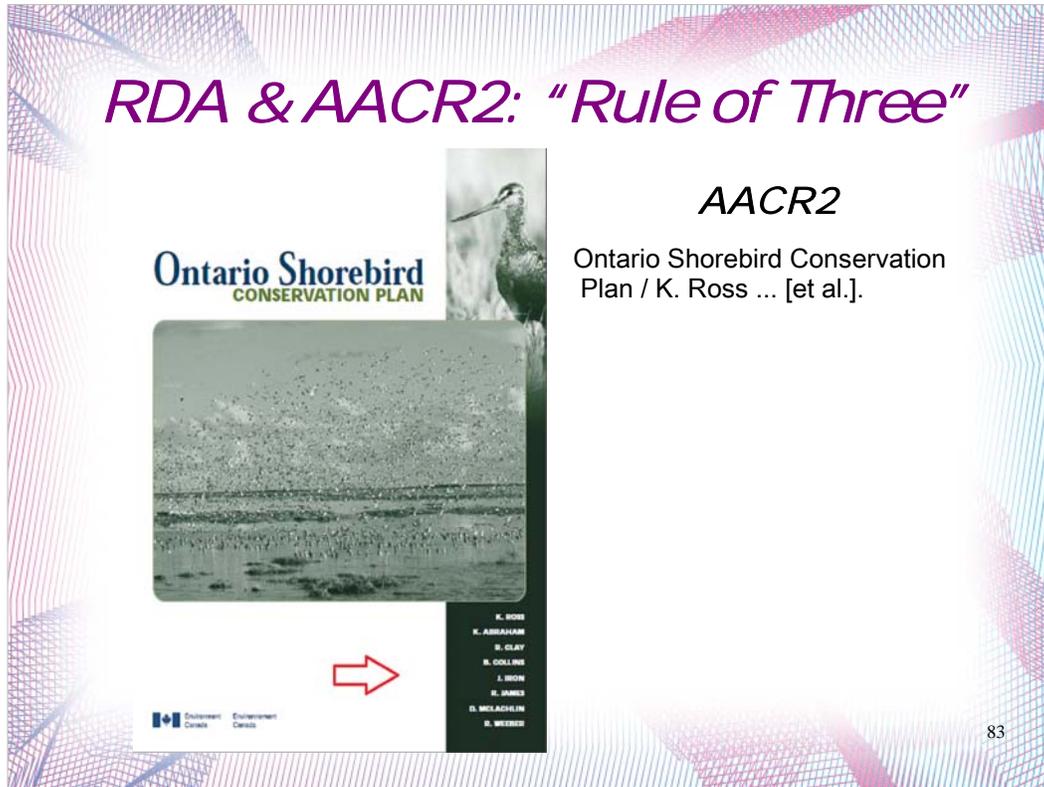
82

Rule 1.1F5 is where AACR2 instructs the cataloguer that when three or more persons or corporate bodies are listed to “omit all but the first of each group” followed by ... [et al.].

“If a single statement of responsibility names more than three persons or corporate bodies performing the same function, or with the same degree of responsibility, omit all but the first of each group of such persons or bodies. Indicate the omission by the mark of omission (...) and add et al. (or its equivalent in a nonroman script) in square brackets.”

This is the so-called “rule of three”. Again a product of the card catalogue where limits were introduced to save space.

RDA & AACR2: "Rule of Three"



AACR2

Ontario Shorebird Conservation Plan / K. Ross ... [et al.].

So a title like this one would list K. Ross as the first author and omit the others mentioned on the title page.

RDA & AACR2: "Rule of Three"

RDA

2.4.1.5 Record a statement of responsibility naming more than one person, etc., as a single statement regardless of whether the persons, families, or corporate bodies named in it perform the same function or different functions.

84

In RDA, again relying on the 'take what you see approach', all of the authors will now be listed as they appear on the source.

RDA & AACR2: "Rule of Three"

RDA

Ontario Shorebird Conservation Plan / K. Ross, K. Abraham, R. Clay, B. Collins, J. Iron, R. James, D. McLachlin, R. Weeber.

85

So for this title all of the authors would be listed.

RDA & AACR2: "Rule of Three"

RDA

2.4.1.5 Optional Omission If a single statement of responsibility names more than three persons, families, or corporate bodies performing the same function, or with the same degree of responsibility, *omit all but the first of each group of such persons, families, or bodies*. Indicate the omission by *summarizing what has been omitted* in the language and script preferred by the agency preparing the description.

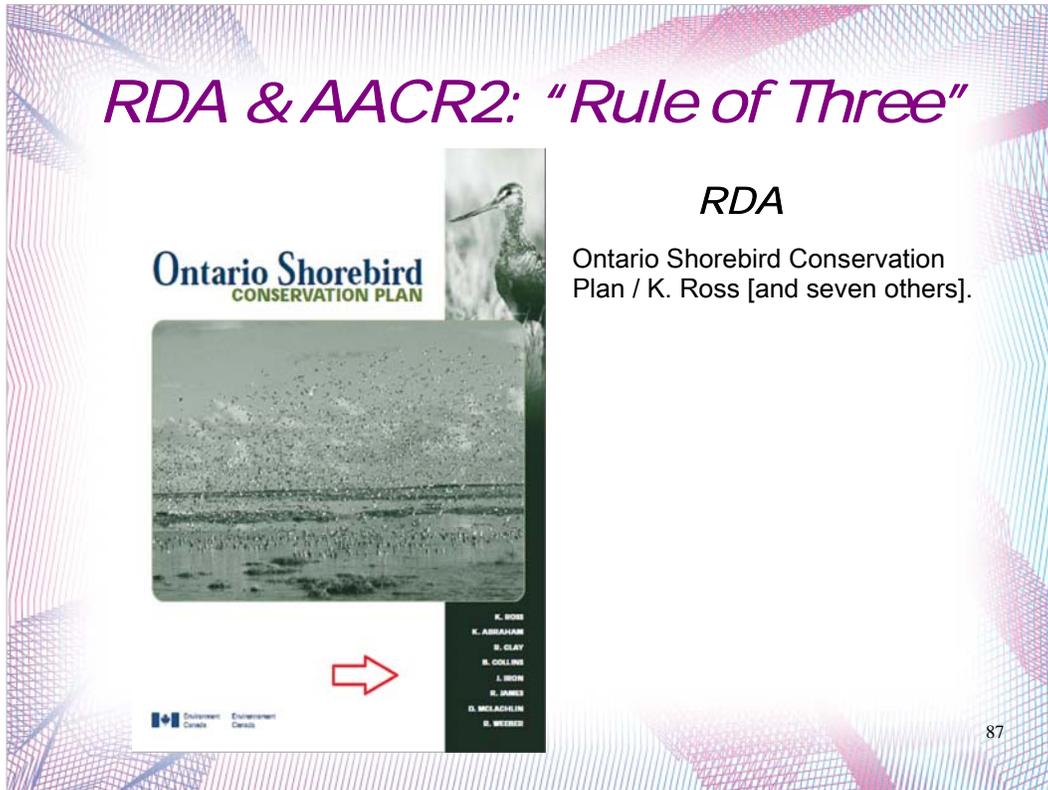
86

RDA instruction **2.4.1.5** does include an 'optional omission' which some libraries may prefer to use, although the Library of Congress in one of its policy statements has said they will generally not omit any names in the statement of responsibility.

Optional Omission “If a single statement of responsibility names more than three persons, families, or corporate bodies performing the same function, or with the same degree of responsibility, omit all but the first of each group of such persons, families, or bodies. Indicate the omission by summarizing what has been omitted in the language and script preferred by the agency preparing the description.”

This acts very much like the AACR2 'rule of three' but rather than the 'mark of omission' the omitted information is summarized by the cataloguer.

RDA & AACR2: "Rule of Three"



RDA

Ontario Shorebird Conservation Plan / K. Ross [and seven others].

So using the optional omission the statement of responsibility for this title would look like this in RDA.

RDA & AACR2: "Rule of Three"

Source of information reads: Hon. Richard D. Schneider, Ph.D. LL.M,
C.Psych

AACR2

Richard D. Schneider

RDA

Hon. Richard D. Schneider, Ph.D. LL.M, C.Psych

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Incidentally, while we're looking at the statement of responsibility as stated in RDA instruction **2.4.1.4** the statement of responsibility will no longer be abridged as it had been in AACR2. It will be transcribed as it appears on the source.

This again plays into the 'take what you see' philosophy and also has the advantage of putting more keywords into the catalogue that might be relevant for resource discovery and identification.

Here too, there is an optional omission which acts like the original AACR2 rule **1.1F7** which states that these types of things should be included only under certain conditions, for example, when grammatically necessary, or for titles of nobility.

RDA & AACR2: "Rule of Three"

Source of information reads: Allan C. Hutchinson, Distinguished Research Professor, Osgoode Hall Law School, York University

AACR2

Allan C. Hutchinson

RDA

Allan C. Hutchinson, Distinguished Research Professor, Osgoode Hall Law School, York University

Here's another example.

RDA & AACR2: Media, Carrier, Content

AACR2

Time bandits [*videorecording*] / Handmade Films ; screenplay by Michael Palin and Terry Gilliam ; produced and directed by Terry Gilliam.

RDA

Time bandits / Handmade Films ; screenplay by Michael Palin and Terry Gilliam ; produced and directed by Terry Gilliam.

Content Type: *two-dimensional moving image*

Media Type: *video*

Carrier Type: *videodisc*

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Another departure in RDA is the move away from the AACR2 General Material Designation, or GMD for short. Instead RDA uses the three new data elements Media Type, Carrier Type and Content Type.

These appear in their own separate descriptive fields rather than embedding the GMD in the title field as had been the practice in AACR2.

This helps to clarify the data, keeping Type information out of the title area, making it easier for other software applications make better use of the library data.

In this example using Terry Gilliam's *Time Bandits* you see the GMD *videorecording* is dropped in RDA and changed to:

Content Type 'two-dimensional moving image',
Media Type 'video', and
Carrier Type 'videodisc'.

RDA & AACR2: Media, Carrier, Content

AACR2

GMDs from AACR2 1.1C

activity card	flash card	picture
art original	game	realia
art reproduction	kit	slide
braille	manuscript	sound recording
cartographic material	microform	technical drawing
chart	microscope slide	text
diorama	model	toy
electronic resource	motion	picture transparency
filmstrip	music	videorecording

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These are the GMDs currently listed in AACR2 at rule **1.1C**.

These are familiar to us, but if you consider them closely you can see that the list is really a mix of a bunch of different the types of information.

RDA & AACR2: Media, Carrier, Content

AACR2

GMDs from AACR2 1.1C

activity card	flash card	<i>picture</i>
<i>art original</i>	<i>game</i>	<i>realia</i>
<i>art reproduction</i>	<i>kit</i>	slide
<i>braille</i>	<i>manuscript</i>	sound recording
<i>cartographic material</i>	microform	<i>technical drawing</i>
<i>chart</i>	microscope slide	<i>text</i>
<i>diorama</i>	<i>model</i>	<i>toy</i>
electronic resource	motion	picture transparency
filmstrip	<i>music</i>	videorecording

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For example, the terms highlighted here in blue would be considered **Content Types** defined in RDA **6.9.1.1** as “... a categorization reflecting the fundamental form of communication in which the content is expressed and the human sense through which it is intended to be perceived.”

RDA & AACR2: Media, Carrier, Content

RDA

Content Types from RDA 6.9

cartographic dataset	performed music	3D form
cartographic image	spoken word	3D moving image
cartographic moving image	still image	2D moving image
cartographic tactile image	tactile image	
cartographic tactile 3D form	tactile notated movement	
cartographic 3D form	tactile notated music	
computer dataset	tactile text	
computer program	tactile 3D form	
notated movement	text	

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These are the Content Types as defined in RDA. These are much more specific designations when compared to the GMDs of AACR2.

RDA & AACR2: Media, Carrier, Content

AACR2

GMDs from AACR2 1.1C

activity card	flash card	picture
art original	game	realia
art reproduction	kit	slide
braille	manuscript	<i>sound recording</i>
cartographic material	<i>microform</i>	technical drawing
chart	microscope slide	text
diorama	model	toy
<i>electronic resource</i>	motion	picture transparency
filmstrip	music	<i>videorecording</i>

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Back to the the GMD list in AACR2.

Let's look at the RDA Media Types that can be found here. A Media Type is defined at RDA **3.2.1.1** as “... a categorization reflecting the general type of intermediation device required to view, play, run, etc., the content of a resource.”

So in this list we have highlighted in orange the “intermediation devices” which were included in the AACR2 GMD list. Not nearly as easy to identify these terms.

RDA & AACR2: Media, Carrier, Content

RDA

Media Types from RDA 3.2

audio
computer
microform
microscopic
projected
stereographic
unmediated
video

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These are the Media Types as defined in RDA. There are eight in total including 'unmediated' which is defined as:

“Media used to store content designed to be perceived directly through one or more of the human senses without the aid of an intermediating device.”

An example of an unmediated resource would be 'text'.

RDA & AACR2: Media, Carrier, Content

AACR2

GMDs from AACR2 1.1C

<i>activity card</i>	<i>flash card</i>	picture
art original	game	realia
art reproduction	kit	<i>slide</i>
braille	manuscript	sound recording
cartographic material	microform	technical drawing
chart	<i>microscope slide</i>	text
diorama	model	toy
electronic resource	motion	<i>picture transparency</i>
<i>filmstrip</i>	music	videorecording

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So the last RDA Type is the Carrier Type, which is defined at RDA **3.3.1.1** as “... a categorization reflecting the format of the storage medium and housing of a carrier in combination with the type of intermediation device required to view, play, run, etc., the content of a resource.”

So the Carrier Types included with the original AACR2 GMDs are highlighted here in Red.

RDA & AACR2: Media, Carrier, Content

RDA

Carrier Types from RDA 3.3

Audio Carriers
Computer Carriers
Microform Carriers
Microscopic Carriers
Projected Image Carriers
Stereographic Carriers
Unmediated Carriers
Video Carriers

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RDA lists quite a number of Carrier Types so I won't reproduce them all here. They are grouped together under the following general headings:

Audio Carriers
Computer Carriers
Microform Carriers
Microscopic Carriers
Projected Image Carriers
Stereographic Carriers
Unmediated Carriers
Video Carriers

Again the unmediated Carrier category is new. That includes: card; flipchart; object; roll; sheet; and volume.

It's still not entirely clear how these Types will be used in our library systems, but some talk has been around using the various combinations as a means to cue icons in the system representing the types coded in the record.

Let's take a look at a few examples.

RDA & AACR2: Media, Carrier, Content

AACR2

Time bandits [*videorecording*] / Handmade Films ; screenplay by Michael Palin and Terry Gilliam ; produced and directed by Terry Gilliam.

RDA

Time bandits / Handmade Films ; screenplay by Michael Palin and Terry Gilliam ; produced and directed by Terry Gilliam.

Content Type: *two-dimensional moving image*

Media Type: *video*

Carrier Type: *videodisc*

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Here's the example we started this section off with: Terry Gilliam's *Time Bandits*. The GMD videorecording is dropped and changed to Content Type 'two-dimensional moving image', Media Type 'video', and Carrier Type 'videodisc'.

The Content Type 'two-dimensional moving image' is defined as “... Content expressed through images intended to be perceived as moving, in two dimensions. This would include motion pictures, film and video recordings of performances, events, etc. ...the moving images may or may not be accompanied by sound.”

The Media Type 'video' is pretty straight forward “Media used to store moving or still images, designed for use with a playback device such as a videocassette player or DVD player. Includes media used to store digitally encoded as well as analog images.”

And the Carrier Type 'videodisc' because this is the DVD version. If this were a VHS tape we'd use 'videocassette' here.

RDA & AACR2: Media, Carrier, Content

AACR2

Metadata for digital resources : implementation, systems design and interoperability / Muriel Foulonneau and Jenn Riley.

RDA

Metadata for digital resources : implementation, systems design and interoperability / Muriel Foulonneau and Jenn Riley.

Content Type: *text*

Media Type: *unmediated*

Carrier Type: *volume*

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This example is for a book: *Metadata for digital resources* by Muriel Foulonneau and Jenn Riley. In AACR2 the GMD 'text' is implied and so not added here.

In RDA the Content Type is 'text' defined as “Content expressed through a form of notation for language intended to be perceived visually.”

The Media Type is 'unmediated' because no device is needed to access the content. We just pick up the book and read it.

And the Carrier Type for books is 'volume'; it is a volume of text.

RDA & AACR2: Media, Carrier, Content

AACR2

The laws of government [*electronic resource*] : the legal foundations of Canadian democracy / Craig Forcese and Aaron Freeman.

RDA

The laws of government : the legal foundations of Canadian democracy / Craig Forcese and Aaron Freeman.

Content Type: *text*

Media Type: *computer*

Carrier Type: *online resource*

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For an electronic book like this one: *The Laws of Government* the GMD 'electronic resource' is used in AACR2.

In RDA the Content Type for an electronic book is still 'text'.

But we can't just pick it up and read it. We need a computer to view the text so the Media Type is changed from 'unmediated' to 'computer'. The definition for the 'computer' Media Type is “Media used to store electronic files, designed for use with a computer. Includes media that are accessed remotely through file servers as well as direct-access media such as computer tapes and discs.”

And the Carrier Type for an electronic book would be 'online resource' which is defined by RDA as “A digital resource accessed by means of hardware and software connections to a communications network.”

OK, let's look at one more example.

RDA & AACR2: Media, Carrier, Content

AACR2

Bob Dylan in concert [*sound recording*] : Brandeis University, 1963.

RDA

Bob Dylan in concert : Brandeis University, 1963.

Content Type: *performed music*

Media Type: *audio*

Carrier Type: *audio disc*

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This example is for a Bob Dylan concert CD.

The Content Type is 'performed music': "Content expressed through music in an audible form. Includes recorded performances of music, computer-generated music, etc."

The Media Type is 'audio' and the compact disc is the carrier recorded as 'audio disc' in RDA.

Some RDA Resources

Grover, Trina. **Cataloguing on the Edge: Emerging Standards for Bibliographic Data** (2011)

<<http://www.rda-jsc.org/docs/Grover-ALPA-2011.pdf>>

Knight, F. Tim. **Resource Description and Access: From AACR to RDA** (2011)

<<http://pi.library.yorku.ca/dspace/handle/10315/6717>>

Library and Archives Canada. **RDA: Resource Description and Access Frequently Asked Questions** (2010)

<<http://www.collectionscanada.gc.ca/cataloguing-standards/040006-1107-e.html>>

Maxwell, Robert L. **Introduction to RDA** (2010)

<http://www.rda-jsc.org/docs/RDA_part_1_201005.pdf>

Oliver, Chris. **What is RDA and Why Do I Need to Know?** (2011)

<<http://www.rda-jsc.org/docs/What-is-RDA-March-9-2011-Oliver.pdf>>

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OK, so I'll stop there. I hope this helps orient you to the new world that RDA is leading us to. You won't notice too many huge changes in your cataloguing during this transition period.

Efforts are underway to deliver training sessions in anticipation of the start of implementation expected to begin in January of 2013.

Here are a few resources you might also like to consult if you'd like to learn more about RDA and what to expect. Otherwise, speak with your cataloguing colleagues and ask them to share what they know about RDA.

If you have any questions please feel free to contact
me

Email: tknight@osgoode.yorku.ca

Twitter: @freemoth

Thank you!



Thanks for listening.