Friday, March 25, 2022

# Class 11: Systems Integration in Libraries

LIBR 509: Foundations of Resource Description and Knowledge Organization

- Recap of systems covered so far in the course

- Integrated example of all the systems together
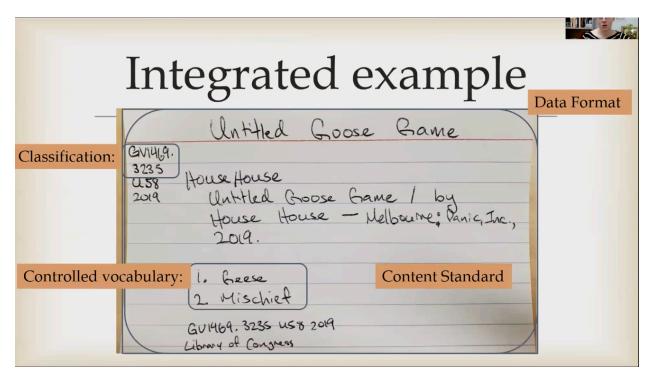
- **Review of Systems we've discussed**

  • Classification schemes

    - Hierarchical and faceted classification are ways in which the shelf order of print material are decided or large groups of categorizations in libs are delineated and made more specific to aid in tasks like filtering

  • Controlled vocabs

    - Mostly in the context of subject headings, get to the "aboutness' of the work

    - Not just thesauri, but anytime you have a fixed list of terms to deserve a single element of a work

    - Thesauri describe aboutness, file type relates to technical needs in catalogue

  • Content Standards

    - Types of things important to describe about the item and how to have consistent and high quality information - how to represent Dif types of info

  • Data Formats

    - Where information will go - bridge single item in insolation to thinking about where all of this info will be stored and the user experience of navigating and find the right record

- **What we haven't discussed**

  • Unique identifier registries

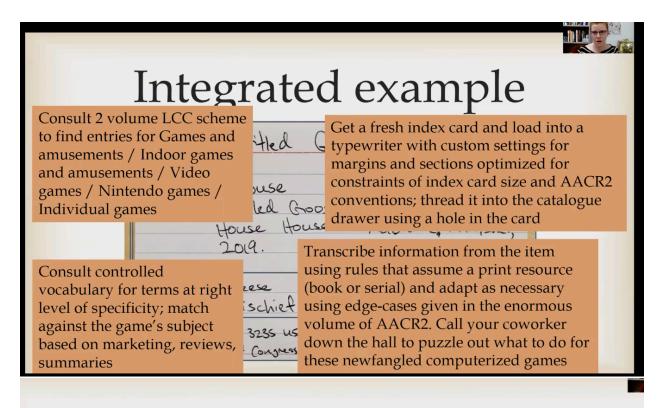    - How we create a unique code for every item, work, person

- Library consortiums and copy cataloguing databases

  - Contextualize the fact that for most ppl who work with these records, the work is not original cataloguing

  - Local work is often adding call numbers

  - Copy cataloguing less common in museums and galleries were items are unique

- Cataloguing software

  - Not often that library worker works with raw data / MARC file

  - Effects how the records are interpreted and made accessible - often designed with MARC21 - mediates experience of raw data formats - makes some tasks easier and harder
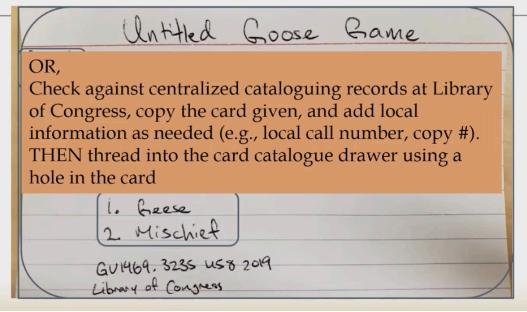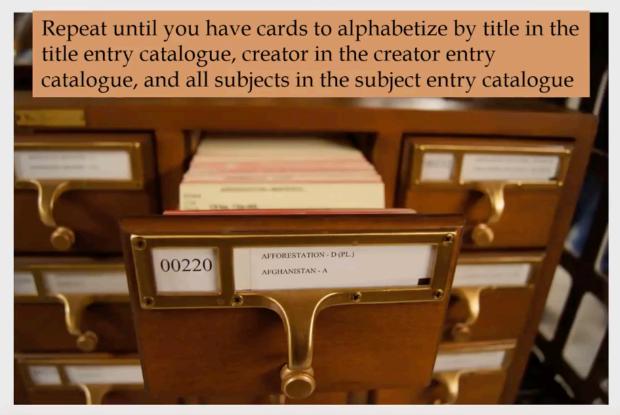
- **Integrated Example**



- Classification - GV - tell you something specific about the record - given the same spot always on the card. Directed to where the thing will be on the shelf - Library of Congress Classification

- Controlled Vocab - the aboutness - Made up

- Content Standard - what to say about everything you want to say about the item - AACR2 - gradually replaced by RDA

- Data Format - the card itself - Index Card



## Integrated example

Consult 2 volume LCC scheme to find entries for Games and amusements / Indoor games and amusements / Video games / Nintendo games / Individual games

Get a fresh index card and load into a typewriter with custom settings for margins and sections optimized for constraints of index card size and AACR2 conventions; thread it into the catalogue drawer using a hole in the card

Consult controlled vocabulary for terms at right level of specificity; match against the game's subject based on marketing, reviews, summaries

Transcribe information from the item using rules that assume a print resource (book or serial) and adapt as necessary using edge-cases given in the enormous volume of AACR2. Call your coworker down the hall to puzzle out what to do for these newfangled computerized games



## Integrated example

OR,
Check against centralized cataloguing records at Library of Congress, copy the card given, and add local information as needed (e.g., local call number, copy #). THEN thread into the card catalogue drawer using a hole in the card

Repeat until you have cards to alphabetize by title in the title entry catalogue, creator in the creator entry catalogue, and all subjects in the subject entry catalogue

00220    AFFORESTATION - D (PL.)
AFGHANISTAN - A

- **Finding, Identifying, Selecting, Obtaining**

  - How does the hierarchical classification and universal controlled vocabulary and standardized content and index card format affect user tasks?

  - Compared to the OPACs you're used to, how does this integrated system help you:

    - Find an item, when you know its title, author, or main topic?

    - Distinguish between similar items based on their informational content of their format / materiality?

    - Get you access to the item?

- **Integrated Example**

  - Look at **a set of systems** involved in organizing resources for:

    - **An institution you'd like to work** at or

    - **A collection you're interest in**

  - It only needs to be an institution or collection that **describes and organizes resources**; it doesn't necessarily need to be a library

- For this assignment, **a real system** you can actually interact with works best (for inaccessible, mysterious, and fictional ones, next week is more appropriate)

- **Put together the pieces of the integrated systems**

  - Start with the records you can find and see how many of the types of systems we've discussed that you can identify

    - The data format

    - The content standard

    - One or more controlled vocabs

    - One of more classifications

  - Use information about the **individual pieces** and **information about how this institution** creates records to get an idea how the multiple systems interact

    - Can bring in contextual information

- **Write up a brief analysis**

  - **Descriptive points:**

    - What is the institution (or collection within an institution?)

    - Who maintains it? How many records does it have? What types of resources are they organizing?

    - What systems are at play?

  - **Analytical points:**

    - What is interacting with the records like? What does the resulting system seem to favour in terms of description and interactivity?

    - What is your impression of how records are put together here?

    - What is your impression of why this particular set of systems is at play here?

- **Recommended scope**

  - Aim for 800 words

- **Consider for peer review**

- Whether you have an idea how the systems involved in this collection interact and overlap with each other

- Whether you have an impression of what the word behind the records is like?

- Any further questions you now have about the current or future work for this collection / institution?