

March 1 - LIBR 509 Lecture

- Class will generally end around 3:30-4PM
- Wikispace available on canvas
 - Students can share their notes here and also include their sharing in the end of term portfolio since students who can translate jargon into lay terms is a good indicator of mastery
 - Link will be post online
 - The more the better so even if someone has already posted their notes, you can still do it
- The professor, Julia, works on a different timeline. Video lectures are post one week in advance so by the time the in person lecture happens, she already working on the next week's lecture
 - Result: information mix up so may not recall what material was posted for what week
- In-person classes:
 - Use this to make inquiries

Class discussion and inquiries

- Warrant: literary, scientific, user and ethics
 - User is a big group so would like some clarification
 - Proxy used to "read" people's minds (ex. Search logs)
 - Very broad and difficult
- LCSH: in the last year, LCSH made announcement about it changes to subject headings approach but as people look at the changes, they continue to be frustrated
 - Many local changes are needed and this is very time consuming
 - Most cataloguers do copy cataloging. Any local or alien changes will be overwritten by central database since consistency is a huge focus
 - LCSH proposed changes but it is not liked by libraries since they already made local changes that works better for them
- Aboutness and Isness
 - Aboutness is subjective
- Where to track down subject headings list. Examples of Controlled Vocabularies
 - Demographic thesaurus
 - Genre from thesaurus
 - MARC fields: 650 subject heading fields
 - Drop down lists in websites (ex. Language and countries box)
 - Localized indigenous center

Group activity - 3-4 team members and 1 invisible team member

- Works on a consensus model. Not about coming with the best organizational system but with one that all group member can "live" with
- Instructions

1. Grab the deck of cards
 2. Deal the deck evenly amongst the group members and this include the invisible member
 3. Review the given cards for 5 mins
 4. Get back together, ignore the invisible deck for now
 5. As a group, try to organize the cards into groupings
 6. After that, look at the invisible deck and see if the cards can fit into the categories that the group came up with
- Learning outcomes
 - Classification is very subjective
 - The more we try to pin things down, the more doubt we generate
 - In many cases, we seem to all agree but the moment we try to come up with a definition, the more disagreement arises
 - Representativeness: things keep changing overtime and with new publications come new ideas hence subject heading lists have to be continually changed and updated
 - Card sorting:
 - Very difficult
 - Sorting process changes based on different factors
 - Ex. physical space the environment affect and shape the way one thinks - actual materiality affects you
 - Ex. given blank cards and pens vs not given any or using the ground instead of the table (more space)
 - Ex. user needs - the kind of system you want to develop influences you