

## **Narrative Evaluations**

1) *Do you have any practical suggestions for improvements to RBS's online logistics?*

1. Not a suggestion, but an observation: I'd love to attend the Gather.town events, but I'm so wiped after several hours on Zoom I can't bring myself to do it. One facetious idea would be to incorporate Gather.town with some form of exercise video to get us all moving—biblio-aerobics?
2. No, I think all of the breaks were reasonable, it never felt overwhelming. It actually flew by. I never used the website that was acting as a virtual reception space and I appreciate the fact that it wasn't mandatory.
3. No, I liked the way it was structured.
4. I think everything was handled very professionally.
5. Not really. One suggestion is that the Session Assistant be ready with terminology (often non-English and unfamiliar) to drop into the chat unsolicited. A previous assistant did this and found it very helpful. Or some kind of document with this kind of thing, for the students to refer to.
6. Not that I can think of!
7. I was never able to get the listserv to work. I don't feel like I missed anything, though obviously, I could have and not realized it.
8. Wonderful class, having done online courses in the past, the technological portion can be painful but Camille Davis, KLH and the rest of the class handled everything beautifully which is a nearly impossible feat.
9. No. I found the online logistics completely satisfactory and I was happy to find that file sharing was accomplished without complication.
10. No.
11. I think things were done as well as they could under the circumstances.
12. I was very impressed with how smoothly the online course ran. Messages to the listserv sometimes went to my spam folder, but once I realized that was happening, I checked the folder every morning, so perhaps just alert students to the fact that this could happen.
13. I think that it would have been helpful to have the PPT presentations temporarily available each day with download capabilities disabled. I think it would have been helpful to review the slides along with my notes each day.
14. I only attended the Zoom based events, but I think you really had that experience figured out well. Combined with Dropbox, I felt it was easy to access the course and course materials. Also, thank you for providing those extra tech sessions before the course began—it was super useful in better understanding how RBS would utilize Zoom functions.
15. Gmail had some problems with the listserv, but I am not sure if there is a way you could fix that. Our session had Closed Captioning available which I really appreciated.
16. No. Everything worked out great.

17. I had never used Gather.town before, and I did find it fun and less daunting than Zoom rooms. That said, I think it was a bit of a shame to split attendance to receptions between both platforms.
18. Consider using Zoom break-out rooms instead of Gather.town for receptions.
19. I think there should be an interactive digital component integrated into the class. I would like to see some kind of quiz platform, or activity that can be done in addition to the group work.
20. {no response}
21. Actually you guys are doing really great compared to other online courses I've taken!
22. {no response}
23. I think you should lean into Gather.town much more. It would be really cool to have class there, say. I liked how it created a space in which Zoom happened, instead of simply logging into the bland and impersonal interface.
24. {no response}

2) *How would you describe your encounters with RBS staff?*

1. FABULOUS!!!! Lovely, lovely people.
2. Wonderful! KLH and Camille Davis were brilliant.
3. They've been very good!
4. Everyone was kind, forthcoming, and knowledgeable.
5. Positive
6. Nice! The staff was all very friendly, welcoming, knowledgeable (about books generally and the logistics of the course/technology), and helpful.
7. Very pleasant.
8. They are all lovely and helpful and I hope they get a nice glass of wine after every course is complete because I happen to know the logistics of managing this kind of thing is so difficult and thankless. So if I was there I would thank them profusely and call them heroes.
9. I found RBS staff cheerful and accommodating.
10. Good.
11. Excellent; courteous, helpful, and professional as usual.
12. Excellent: professional, friendly, helpful.
13. I was honestly really intimidated coming to RBS for the first time in person, because I didn't know what to expect. I think the staff at RBS make it such an exceptional experience, because I have always felt welcome and find that their genuine warmth and friendliness make the learning environment much more productive and enjoyable. This is also conveyed through staff interactions in the virtual environment. Camille Davis and KLH have been so helpful and generous with their knowledge and are patient and enthusiastic in their interactions with the class.
14. RBS staff are always incredibly helpful, nice, and informative. This includes both the professors and the aids. It is always an extremely positive experience overall.
15. Our Session Assistant was fantastic! Interactions with them were always positive and they're very understanding. Updates were always informative and helpful.
16. Wonderful. RBS has always been extremely responsive and helpful.

17. Efficient and professional.
18. RBS staff were very attentive and available to provide assistance during class sessions. They also provided clear email communications in preparation for and during the course.
19. Everyone is exceptionally kind and helpful.
20. They were always super helpful and quick to respond to everything.
21. Fantastic.
22. {no response}
23. Positively.
24. {no response}

3) *If you attended any of our optional evening events, do you feel that they were a good use of your time? Were there any that were particularly important to your RBS experience?*

1. I love the lectures on Tuesdays. They are not necessarily central to my interests, but they broaden my horizons in the best possible way.
2. I couldn't attend them.
3. I attended the lecture on Tuesday, which I enjoyed.
4. Yes they were. It was a good way to 1) network and have a semblance of the social experience one gets at summer schools, and 2) find out what kinds of questions people are researching at the moment.
5. N/A
6. I attended the Tuesday lecture, and I thought it was interesting.
7. I didn't attend any of the evening events.
8. Yes, I attended the lecture on Tues and will attend a bit of the reception today as well as the welcome reception. They were all wonderful and educational.
9. {no response}
10. I attended one of the lectures, which was certainly interesting. The only issue is that after a day of Zoom classes, it is a bit tiring to attend a further lecture over Zoom.
11. Yes; the Tuesday evening special lecture was informative on a topic that I don't know much about.
12. Unfortunately, I was unable to attend the evening events. Working from home simply made it too difficult. Normally I very much enjoy the evening lectures, when they are held on site.
13. Yes, I particularly enjoyed the Karmiole Lecture with Michael Winship. I found his talk particularly applicable to some new acquisitions at my library and have a better understanding of the context of these publications during that time period.
14. N/A
15. I attended a lecture and some meetings on Gather.town. It was hard to navigate Gather.town in a social sense as people tend to talk over others more than in-person and some folks had different tech needs. However, I do appreciate the effort the staff put in to create that space as an alternative to in-person.
16. I wasn't able to attend any of the optional evening events.
17. The Publishers' Bindings talk was great!
18. I enjoyed the lecture given by Michael Winship.

19. I did not attend any additional events during this session, however I attended the Noelani Arista lecture during my last session and really enjoyed it. I appreciate that RBS is supporting the work of Indigenous practitioners and collections, as well as the standard Western codex.
20. I did attend and enjoyed them but didn't meet anyone outside of my classmates to interact with. Thought Gather.town was an exceptional idea!
21. I love Gather.town, it's my new favourite thing, and I love that there are opportunities to socialize outside of class!
22. {no response}
23. I think much more could be done to integrate the events into the course. If the classes had happened in Gather.town, then social events would have felt less disconnected, more like grabbing a coffee or drink after class in the real world.
24. {no response}

4) *Were the pre-course reading assignments useful? Are there any readings that you would like to see added or removed in future years?*

1. My class did not have mandatory pre-course assignments.
2. Everything Karen assigned, said, and presented was wonderful.
3. They were not useful to me because they were all physical books that were not easily accessible to me. I would love it if the pre-course reading assignments could be a mix of online articles and print. I did like for my class that the reading assignments were there, but were optional.
4. There were no pre-course reading assignments. It would have been helpful to have a basic outline of the learning program/a syllabus, just to know what to expect. Perhaps it would have helped to make some technical sheets available beforehand too, so as to start studying and learning the terms.
5. I would have liked to do pre-course reading. There were two deterrents: (1) Availability—limited access to resources due to COVID, and (2) I didn't know which resources on the course bibliography would be the most worthwhile as an introduction to the topic. A little more guidance on what to read would have been helpful, though I realize there is a great difference in knowledge amongst the students. Also scanned chapters or articles could have been useful, as I have had for past courses.
6. The pre-course readings were pretty useful. I definitely recognized some names, terms, etc. that I wouldn't have otherwise.
7. I wasn't able to do much of the pre-course readings due to the inability to access them, though I do look forward to doing so once I can. I didn't find that detrimental while taking the class.
8. Yes, they were useful, it is hard to find much written on this topic, that which does exist is hard to obtain. What I did get a hold of was very helpful in preparing me for the course!
9. {deleted response}
10. The pre-course readings were optional due to the fact that the sources were expensive or not widely accessible.
11. {deleted response}

12. I only had time to look at a few of the readings. I focused on Foot's *Bookbinding as a Mirror of Society* and the two suggested chapters in Pearson's *Books as History*. Both gave me the basics that I needed to understand the lectures, though I wish I had had time to read more.
13. Yes, I felt well-prepared for the lectures and got much more out of the class. I don't have any changes to recommend.
14. I do wish that there was a more precise list of texts to read before the course began—like a handful of direct suggestions for pre-course reading. It is really great to have this extensive bibliography to pull future readings from, but it was a bit overwhelming trying to choose what books to read before my RBS course this year.
15. Yes! The pre-course reading assignments were optional for this course; however, I highly suggest reading a few of them if you have the chance. I was able to better understand the material after reviewing even some of the shorter ones like the Pearson text.
16. All the pre-course readings were extremely useful.
17. They were great reads, but as mentioned in the reading list, some are quite difficult to find. Some of the research libraries and special collections in town had them on view in the reference collections, but those weren't accessible due to the pandemic. The ones I did find gave me more insight on the bookbindings, but they weren't absolutely essential to follow the course. The reading list also makes for a great bibliography for future reference.
18. Yes, the pre-course reading assignments were helpful.
19. Yes. I learned so much from the readings, and acquiring them was an investment in my professional development for the future. I will be using these readings as reference materials for my work. I would have liked to see more information on non-western bindings. The depth of information given was so intense, but so focussed. I realize western bindings were the focus, but perhaps we could have had more suggested readings on the topic for our own study.
20. There wasn't a clear pre-course reading list assigned and I wish it would have been. I feel that some people were lost in things regarding structures and tools. I wish the reading list would have been given a couple of weeks prior so I could have prepared better for some of the terminology.
21. There was a list of pre-course readings, however it was more of a bibliography for the course—long, comprehensive, a bit overwhelming. It was also a little discouraging that many of the books listed were not easily available, even through my library. Having completed the course it certainly wasn't necessary to read all the books listed before attending the course, so I question the value of listing them as pre-course readings (adds unnecessary anxiety!). I would favour a shorter list of accessible readings that the instructor feels would provide a solid foundation before students begin the course.
22. {no response}
23. I could only access one reading because of Covid restrictions. I was disappointed that we were never offered PDFs or online access to reading materials. It would have been really helpful for the instructors to set up course reserves websites, like a modern college class (or email us a “packet” of readings).
24. {no response}

5) *What are your thoughts on the course workbook and/or other teaching materials distributed during class? Was the content appropriate and useful? Will it continue to be useful for you after the course?*

1. Hugely helpful. I can't wait to work through the bibliography in the coming year.
2. I will be using these notes for the rest of my career. I feel incredibly lucky as a student working towards a MLIS and MA in art history to be armed with this information early on.
3. I really liked the different scraps of leather we received so we could follow along when we were learning about leather bindings and we could actually see what they were supposed to feel like.
4. The list of resources, the book images, and other handouts were helpful indeed and will be a good vade mecum in the future. It's a shame so many images are copyrighted and could therefore not be shared, including the slideshow.
5. I think either a workbook or additional resources could have been helpful. Diagrams or a visual guide for some of the common bindings and designs with special names would be useful.
6. I think the bibliography to be sent to us after class will be very useful. The leather samples we received were a nice treat, as well. It gave us all a chance to see, feel, and smell some of the materials as we couldn't handle the books in person.
7. We didn't receive a course workbook, though I think it would have been helpful, as well as a copy of the slides our instructor used. However, due to the nature of copyright for the images, it is understandable why those weren't provided.
8. Yes, I will keep reading the materials provided and getting a little package of leather tooled items and gold leaf was really fun! Thank you.
9. I thought that Karen selected the example materials that the class used in its exercises cleverly and with an eye toward how the students might draw on their lecture notes to analyze the books we examined. This made it possible for students to take what we heard in lectures and apply it immediately and precisely to the description of bindings. The result was an exhilarating feeling that with some work and additional research, you will be able to use these skills in the future.
10. We were sent samples of gold and blind tooling on different pieces of leather. Though we did not spend much time looking at these, they helped me to understand the binding demonstration video which we watched.
11. {deleted response}
12. The bibliography and the list of online resources will be very helpful going forward.
13. I think it would have been helpful to be able to download the PPT presentation, but understand why this wasn't possible. I will definitely look forward to seeing the list of resources from Karen for further research. It would be nice to have diagrams, sketches or other simplified visuals to point out design structures as it became a bit difficult to keep them straight as more were introduced.
14. The course materials and the group work we completed during the course were well distributed and easily accessible. My only gripe is that we do not have access to the visuals provided in the instructors slides after this course, so I will have to do some extra work re-establishing visual examples from online sources I can find later. But I do

understand and respect the copyright reasoning of why the professor chose not to share her slides.

15. I enjoyed looking at the course materials we were given. I also really appreciated that even though we were not in-person, we were able to have physical materials mailed to us. I do intend to use many of the items we were shown in the future.
16. The materials provided during class were helpful, however it would have been even more beneficial if the PowerPoint slides were made available, but I do understand why they were not.
17. The description outline and resources list are particularly useful, both during exercises in class and for afterwards.
18. I hope that PDFs of the lecture slides could be provided to students following the course, in addition to a bibliography of important resources cited during the lectures. We did not receive many teaching materials during the course such as a course workbook.
19. We did not have a workbook, but we were given images of bindings to study for each of our daily exercises. Considering Karen needed to scour the internet for them, rather than take them herself, there were a considerable amount of images from a variety of angles, in great detail. I know we could not have done the exercises without these. I may return to them in the future, but in the future I anticipate their usefulness being primarily as examples for taking my own reference photos.
20. {no response}
21. There was no workbook distributed during the course, and I wish there had been! I found the content very similar to David Pearson's course of Identify English Bookbinding Styles, and he includes summative handouts that reduce the burden of note-taking during lectures. I think something like that would be very useful in this context. It's also discouraging to come away from a course so grounded in the visual with nothing but notes and whatever sorry sketches I could make! I understand that copyright issues prevented the slides from being distributed, and I know that some of my classmates were so desperate for something to take away from the course that they were screencapping the slides despite the request not to do so. I think this indicates the need to source images—or something!—that we can take with us and refer to after the course is completed.
22. {no response}
23. The teaching materials were useful, particularly the diagram of technical terms. That I will certainly use again.
24. {no response}

6) *How do you plan to use the skills and knowledge acquired during your RBS course? Did you walk away with any “aha!” moments, new ideas, or project plans?*

1. Thoroughly wonderful course. I am now playing an identify and describe this bookbinding game using images I find online and books in my own repository. I want the vocabulary and concepts I learned to stick. In my daily life, I hope to make useful contributions to our Special Collections team using the knowledge I've gained.
2. I am quite desperate now to make a six fold book! This whole process made me want to get back to binding books. It is an excellent motivator.

3. I volunteer for the Center for Book Arts and I really loved having this class because it will prepare me to take a bookbinding class in the future there. I like having the history and knowledge of binding so that I can apply that to actually learning how to physically bind sometime in the future. It has also helped me with my cataloguing knowledge as I now have more information about how to identify different kinds of bindings.
4. I have acquired some basic knowledge to get a sense of 1) what to look for, 2) where to look for information/help, and 3) what the main parameters are in the history of bookbinding. This course transformed my understanding of what books as objects are, and I am glad I now have some basic knowledge to find out more.
5. I've gained enough knowledge to accurately describe and identify fine bindings, at the basic to intermediate level necessary for my job.
6. I am working on a cataloguing project, so this will help me to do that more thoroughly. I am also considering a library career, so this would also help me in that area. I left wanting to look at a ton of bindings in person!
7. I definitely feel a lot more comfortable identifying leathers & designs and being able to give a ballpark guess as to the country of origin and date of bindings. In that regard, I think it will be useful in determining how I handle some of the books for my position.
8. I often have to do blog posts and displays in the library along with longer form articles. I plan on writing about some of the more interesting bindings we have in our collection, and thanks to the class I have the language needed to properly describe these bindings.
9. By taking this course, I hoped to begin building skills in describing manuscripts so that I could knowledgeably use the right terms and make correct identifications in my work with special collections materials. I was not disappointed. I am inspired by what I learned and I will certainly be using this knowledge and the direction I gained in the course to build those skills so that I can use them to provide descriptions for bindings on items in the collection that I work with.
10. I plan to continue to develop my understanding of the history of bookbinding. This was a great introduction to the field of study. I will look at rare books differently from now on!
11. {deleted response}
12. I will certainly take much more time to appreciate bindings than I would have in the past, and, hopefully, understand what I am looking at. This could be very helpful for my research projects. I am also hoping to introduce some of these topics into a course I teach on book history.
13. I want to learn more about bindings and this course has made me realize that I have only scratched the surface. It was a wonderful introduction and Karen's explanations helped to make a subject that was daunting at first, much clearer as she identified specific characteristics for the different centuries and countries represented in the course.
14. My takeaway is (hilariously enough) what the difference between fine and publishers' bindings are. I work with a lot of publishers' bindings, and not so much fine bindings—so having all these examples from Karen, and then hearing Michael Winship on Tuesday, and our guest speakers at the end of the week really helped me understand the difference. I also have a better understanding of collectors — which as a relatively new librarian in the rare book world, is something that I am still grasping on to.

15. I am leaving this class with several ideas for research projects. I'm also confident that this class helped me better understand the practical applications of bookbinding and look forward to implementing what I've learned.
16. I learned a lot on this course, and had several "aha!" moments.
17. I walked in with a large scale research-creation bookbinding project, so the knowledge acquired during class will be precious in the making of these books. Also looking forward to keeping in touch with the other students.
18. Having worked as a cataloger at an auction house describing books for sale on a daily basis, I encountered unique bindings but did not have a strong foundation to identify the historical and regional trends in binding structure and decorations. This course has helped me develop a toolkit to better identify a binding's historical context and improve my catalogue descriptions.
19. My favorite topic during the course was the section on leather, particularly identifying types of leather by the follicle pattern. I don't often work with leather at my job level, and the information she gave us will help me build on my personal practice. I have one book on my bench right now that I already understand better. Also, I have already started examining a few objects in my personal collection up close to note various features in the bindings that I previously had not been able to properly describe.
20. I loved this course! I am currently cataloguing a collection so the description exercises were super helpful although they would have been better in person.
21. I will be using what I've learned to develop instructional materials and exercises related to this topic.
22. {no response}
23. Certainly some, though because of the digital format, I feel I learned less about the structure of manuscripts than I hoped; hard to learn about such things via images.
24. {no response}

7) *Did the instructors help you to acquire all the skills and information promised in the course description? Did you learn what you had hoped to learn?*

1. YES! From start to finish, this class was perfect (minus the ability to actually handle the books themselves).
2. I learned everything I could have wanted and then more. It is a pleasant surprise that online class never felt tedious or overwhelming. The information and the community shined through.
3. Yes, I did!
4. Karen is extremely knowledgeable, and I also think she did a great job in selecting information. Although we were bombarded with a massive amount of images and information, it was nonetheless clear why we were shown those things, and Karen was very good at walking/talking us through what we were looking at.
5. Yes
6. Yes! I am so impressed by how much information we were able to cover in 5 days. Even though it was a lot, I think the description exercises we did helped us to use/retain the terms and ideas we were learning.

7. Definitely - Karen was really very knowledgeable and I very much appreciated the opportunity to apply what we learned in the lectures to practice identification while we were in small groups. Obviously it was a little difficult at times since it all had to be done through images, but I was pleasantly surprised by how much I was actually able to absorb.
8. Yes, of course I would rather have seen the books in person but Karen did a wonderful job teaching the course and seeing all the different types of beautiful bindings was a treat.
9. The instructor helped me acquire all the skills and information that the course description promised. I came to learn a basic framework for understanding the history of bookbinding and I came away with the ability to identify key features of bookbindings in Western Europe and in the United States over the course of centuries. It was a whirlwind tour, but it was grounded in careful and precise details that the exercises clearly and precisely reinforced.
10. Yes, I learnt a huge amount. Karen Limper-Herz paired her lectures with beautiful images of bindings which really brought the subject to life. I feel more confident about attempting to describe and identify fine bindings.
11. {deleted response}
12. Yes. I think that focus, in the first few days, on the technical aspects of bookbinding was very helpful – the video demonstration was superb. This did a great job of laying the groundwork for the historical overview that followed.
13. Yes, definitely! I was surprised at how much I was able to identify and recognize during the group work. I can more confidently describe bindings in detail, and when I have doubts about what I am seeing in front of me, I have plenty of resources to look to for guidance. I found this course very relevant to my work and hope to learn more about bindings on my own and in future RBS sessions.
14. Yes. There is more work I have to do to stabilize the notions learned this week in my memory, but I really think this course touched on everything I was hoping it would.
15. Yes! I most definitely learned what I hoped to learn and more. I'm so pleased I took this course.
16. I learned more than I was expecting. My instructor was very knowledgeable and I am so glad I took this course.
17. Absolutely. On top of that, the variety of professionals and students in the course makes for rich questions, and there was always someone whose speciality made them able to help answer/add to an answer, or to translate technical terms between languages.
18. Yes, the instructor provided a thorough introduction to the evolution of the European bookbinding tradition.
19. Absolutely. I came in wanting to learn more about materials and identifiable features of different bindings by era. Being able to understand the materiality and functionality of different bindings will help me make better treatment decisions, and make me a better educator in the future.
20. They did. She was amazing!
21. If anything, it was information overload! It was a fun course, and I think better in person than online.
22. {no response}

23. Yes, for the most part.
24. {no response}

8) *Are there other ways in which the course could have been improved?*

1. Incredibly knowledgeable instructor, enthusiastic students with a wide range of backgrounds, stellar guest speakers . . . I cannot think of anything that could improve on the experience I had.
2. I don't think so.
3. {no response}
4. Perhaps especially due to Zoom audio quality, it would have been helpful to write down or prepare a handout with some proper names that are not necessarily intuitive, as well as technical terms.
5. {no response}
6. I think given the circumstances, the class was done really, really well.
7. The only thing is that I wish we could have a copy of the slides, as I mentioned before. There was so much information, given rather quickly, it was sometimes difficult to catch it all.
8. I can't wait to come back in person!
9. {deleted response}
10. Of course, there were limitations that came from being virtual, and it would be nice to see the bindings in person. That said, we could share our screen and really zoom in to see specific features of the bindings in group work (thanks to the high-quality TIFF images we worked with), which was very helpful.
11. {deleted response}
12. I learned a lot in this course — more than I could have imagined — and I was very impressed with how well the instructor and the Session Assistant managed to make the online platform work. Even though it would have been nice to handle the actual books, the high-resolution images actually offered some advantages: zooming in, comparing covers side by side, etc. It was also great to have all the resources of the internet on hand. I think that perhaps a few more of these "hands-on" sessions would have been helpful, especially in the first few days of the course.
13. I think that for the virtual environment, the course setup was very good.
14. From a pedagogical standpoint, there are two ways I can see improving the course. One way would be to have images in the presentation that can be shared after the fact, so that we can use the slides for reference, post-lecture. My second suggestion is to have a slide that clearly lists all of the culture/artistic details, or the overarching themes of each section/location we should be looking out for before diving into the examples, and then at times providing better written clarification of those features on the slides as we look at the examples. As a visual learner it is a little difficult to get all of the auditory notes taken down as the professor is sharing them, with no visual to stick them to. Karen's summary slides that she presented at the end of each century were extremely useful — so if that technique could be implemented more frequently that would really help the clarity of course information. And help out visual learners.

15. I wish that this had been an in-person course, however given the circumstances, I believe this was the next-best thing. The only suggestion I have would be to incorporate a larger mix of text with the images for those who have different learning styles. However, the accompanying resources give a good outline on time periods and themes and questions were always answered.
16. I am sure taking this course in person would have been even more spectacular.
17. I don't think so!
18. Incorporating more group work and active learning activities to identify book bindings. Sharing the powerpoint slides as PDFs to students.
19. I loved the daily exercises, even when I got things wrong. I think all RBS courses need some kind of practicum element, and Karen nailed it! The only thing I would have liked to see was more work in the form of quizzes on vocabulary or notable binders. We could work on these things on our own, to maybe prep for the next day's class. I found it difficult to keep track of all the influential binders and features once we got to the 18th and 19th centuries, and text based quizzes might have helped that.
20. I think three ways the course could have been improved is by assigning a reading list beforehand, by concentrating in less examples but more profoundly in the explicit search for patterns of decoration and structure—it was amazing to see all the variety we saw but sometimes it felt too much for the amount of time we had. And the third, given the online method, it would have been great to see the professor handle a book on camera—with a camera where you could better see and explore the binding rather than just the camera of the computer. I think, particularly for the first class on book parts, that would work better than the images or diagrams that we got to see.
21. I had thought the course would provide more insight into the history of BOOKBINDING, as opposed to the history of BOOKBINDINGS. Most of the course focused on the development of decorative techniques, which wasn't quite what I expected. However, it was an interesting introduction to the history of fine bindings.
22. {no response}
23. I thought that the group work was excellent and really fun. I would have appreciated in the lectures more time spent on emblematic examples of particular periods and styles, so we would understand what was 'typical' in order to equip us to identify binding styles on our own. We saw hundreds of bindings, but they were described so quickly and they were all so different, it was sometimes difficult to tell what details were significant and which were not.
24. {no response}

9) *Who might benefit the most from taking this RBS course?*

1. I think anyone with a professional interest in bookbinding would come away happy and satisfied with this course. It gives you a whole new way to engage with books.
2. I really believe that students who are ambitious and hungry for specialized knowledge that their institution cannot provide should be diving into RBS.
3. Anybody interested in expanding their knowledge on bookbinding and the history of how books were made would enjoy this course.

4. This course seems to be beneficial for catalogers, curators, scholars, and bookbinders keen on learning what to look at and where to look for information, as well as who would like to situate their specialty within a broader historical context.
5. {no response}
6. Anyone who's interested in bindings, cataloguing, or the physical book in general.
7. Anyone with an interest in book history, particularly book binding, but also the processes of how books are created. Designers as well.
8. Anyone who needs to describe book bindings and those of us who also repair and conserve book bindings. Book sellers, binders, collectors and academics of all kinds would find this information useful.
9. Any special collections librarian, student of the History of the Book, collector or vendor might benefit from taking this class as an advanced introduction to the subject. I am not new to special collections, but it certainly improved my appreciation for bindings.
10. Anyone who might find themselves describing rare book bindings (special collections librarians, etc.); bookbinders and artists; archaeologists and historians.
11. {deleted response}
12. Someone who has a general understanding of book history and book production in the hand-press period, but who has not done much work with bindings.
13. Librarians, catalogers, collectors, and art historians would find this course fascinating and useful!
14. Well, as a cataloger of rare materials, I really think catalogers would benefit highly from this course. Bookbinding researchers who want a general primer of knowledge, or who are at the beginning of their studies into bookbinding would probably benefit the most from this course.
15. This course would be great for anyone interested in book curation, preservation, binding, and booksellers.
16. Librarians, preservation and conservation professionals. Students in the field of cultural heritage institutions.
17. Historians, library professionals, bookbinders, conservators.
18. Catalogers who are completing original cataloging and describing bindings as part of the record.
19. Conservators, binders, catalogers, curators, preservation and special collections librarians.
20. I would say mainly cataloguers and librarians.
21. {no response}
22. {no response}
23. Librarians writing catalogue descriptions. Art historians or others looking to interpret bindings might find the course less useful, though certainly an excellent technical foundation.
24. {no response}

10) *Do you feel that you got your money's worth?*

1. Absolutely.

2. I did, though as a student I think next year I'll apply for a scholarship, as I was pulling a 43 hour work week to make up for tuition.
3. Yes!
4. Most definitely. I particularly appreciated that Karen would use every minute of the course, up to the last, to make room for presentations and discussion.
5. Yes.
6. Yes.
7. Very much so.
8. Yes!
9. Yes.
10. Yes.
11. {deleted response}
12. Absolutely.
13. I am grateful to have gotten a scholarship as I otherwise wouldn't have been able to attend. But yes, I think that the price is definitely worth it for others who are considering the course.
14. Most definitely.
15. Yes!
16. 100% YES!
17. Since I was awarded a scholarship, I can't really answer that question.
18. Most definitely!
19. Absolutely. I only wish the course was longer.
20. I had a scholarship.
21. {no response}
22. {no response}
23. Certainly.
24. {no response}

11) *On a scale of 1–10 with 10 being most likely, how likely are you to recommend this course to others?*

1. 10
2. 10
3. 9
4. 10
5. 10
6. 10
7. 10
8. 10
9. 10
10. 10
11. 8
12. 9
13. 10
14. 10
15. 10

16. 10
17. 10
18. 10
19. 10
20. 8
21. 8
22. {no response}
23. 8
24. {no response}

12) *If your course had any virtual field trips or guest speakers, do you feel that they were time well spent?*

1. YES!
2. Our guest speakers were brilliant. I loved Jan's zest for collecting Mame books and finding little "storm collection" tags on many of the books we studied.
3. Yes, though at times the speakers were hard to understand because the audio quality wasn't the best. I learned a lot from both of them, though.
4. Yes indeed.
5. Yes.
6. Yes.
7. We had two guest speakers and they were both amazing - very knowledgeable and engaging with interesting topics.
8. Yes, the speakers were charismatic, charming and very well informed in their fields. It was helpful to hear from other collectors, as I want to be a more serious collector in the future.
9. This course offered two guest speakers. Both were well chosen and presented their lectures exceptionally well. The examples they offered were unique and in some instances breathtaking. Both were specialists in their subject at the top of their field.
10. Yes, we had three guest lecturers. All were incredibly knowledgeable in their respective fields. All were generous with their knowledge and open to discussion. I am grateful to have got to listen to them.
11. {deleted response}
12. The three guest lectures were a highlight of the course! Amanda's demonstration was fantastic, and Jan and Mirjam provided very interesting case-studies that fit in very nicely with the historical overview provided by Karen in the main lectures.
13. Yes, I really enjoyed Jan's talk about variation in publisher's book bindings.
14. Oh most definitely. We had two guest speakers and they were both really great additions to the course experience. I especially enjoyed our second speaker as she really highlighted how fine bindings in the modern era and looked/functioned in collections.
15. Our guest speakers were an excellent addition to the course. That is certainly a pro of the online environment. I really appreciated the fact that there was enough overlap in material to provide context but nothing was repeated, everything was great information.
16. Yes, both of our guest speakers gave very interesting presentations.
17. The guest speakers were time extremely wellspent. It varied the format, allowed to broaden connections, and hear from different professionals in the field.

18. Jan Storm van Leeuwen and Mirjam Foot's guest lectures were a wonderful addition to the course! It was such a valuable experience to meet and learn from these scholars who are giants in the field of bookbinding!
19. Yes! Our two speakers covered aspects of 19th century publishers' bindings and fine binding collectors, both topics were beyond the scope of Karen's lectures and really helped supplement the class.
20. Yes. Guest speakers were great to give a sense of those areas we weren't going to address in the course proper and I loved it.
21. The guest speakers were fantastic! An absolute treat.
22. {no response}
23. The guest speakers were excellent. Incredibly engaging.
24. {no response}

13) *Do you have any additional thoughts or advice for anyone considering taking this course in a future year?*

1. Taking this course was like being an eight-year-old who is allowed to eat pink cupcakes instead of boiled spinach. The bindings were a visual delight, and the instructor's deep knowledge opened up whole new ways of engaging with rare books, the RBS staff member was stellar from beginning to end. I can't recommend this course highly enough.
2. I don't
3. {no response}
4. {no response}
5. {no response}
6. You should take a lot of notes in this class, so bring a back-up pencil!
7. We were given a brief overview on the basics of book structures, but the focus of this course is more on design.
8. Camille is a star! Thank you all for the hard work, I know online courses can be very awkward and stressful but you all made it fun!
9. {no response}
10. Take it with Karen Limper-Herz.
11. {no response}
12. {no response}
13. I would definitely recommend reading everything on the list, if possible, and seeking out other resources to prepare for the class. I think that the more you know in advance, the more focused you can be on the details and insights from the instructor. I think it is also helpful if you have a specific project or skill that you hope to develop from the class, as I think it makes it much more rewarding to have a plan for how you will apply and further develop your knowledge in this research area.
14. This course is really great, and the teacher is incredibly knowledgeable. I would offer advice to try and have a basic understanding of binding terminology before this course begins and if you can, a super basic idea of where books in the European continent were produced. The course goes over both of these things, but moves quickly, so having a stronger grasp of those concepts before-hand will really add to the experience.

15. I really enjoyed seeing the discussions happening in chat. I would suggest choosing some of the optional readings and reviewing them prior to class. Also do not be afraid to ask questions!
16. {no response}
17. At least for the online version, be ready for rapid-fire and loads of examples. In the end however, it does amount to a solid outline of bookbindings and methods from the 15 century to the present.
18. It's a great course that provides a foundation for additional research in bookbinding and next steps for consulting the most significant resources and databases on the subject.
19. Take lots of notes! There is so much information in so little time.
20. {no response}
21. {no response}
22. {no response}
23. {no response}
24. {no response}

14) *If you had to sum up your RBS experience with a single sentence, phrase, or haiku, what would you say?*

1. Simply superb!
2. These classes are going to give me opportunities to pursue my greatest ambitions in the world of libraries, rare books, and special collections.
3. Time very well spent!
4. I entered B-10 as a scholar keen on getting a sense of the history of bookbinding, and I left it as a fervent lover of bookbindings.
5. {no response}
6. So many beautiful books
7. {no response}
8. Number One Book School / You are Like Lotus Flower / Absorbing sunlight
9. There's no better way to spend a week in July!
10. It was a privilege and I learnt a lot. Thank you RBS and Karen Limper-Herz!
11. {deleted response}
12. I would just add one more thank you to the faculty and staff, and to my fellow students! By the end of the week I really felt like I was part of a team, which is often not the case with online classes. Thanks!
13. Happy to return and continually inspired by others.
14. RBS continues to be a phenomenal experience.
15. It turns out almost every century has its own version of Cottagecore.
16. Enlightening!
17. Printing, folding, sewn / Rounding, binding, tooling, gilt / Codices through time
18. I have gained much-needed confidence in describing bindings from a range of historical periods and I am eager to apply what I have learned to my day-to-day cataloging work!
19. Valuable intellectual content made more precious by intricately tooled instruction!
20. Will you take me back?
21. {no response}
22. {no response}

23. I did not know how / Many brown leather bindings / I could encompass
24. {no response}

### **Student Data**

*Number of Respondents:* 24 (of 24)

*How did you arrange for time off to attend this course?*

1. My institution/employer gave me professional leave time.
2. My institution/employer gave me professional leave time.
3. I am self-employed, and can arrange my own schedule.
4. I am a student or non-year-round employee, with a more flexible schedule.
5. My institution/employer gave me professional leave time.
6. I am a student or non-year-round employee, with a more flexible schedule.
7. My institution/employer gave me professional leave time.
8. My institution/employer gave me professional leave time.
9. My institution/employer gave me professional leave time.
10. I am a student or non-year-round employee, with a more flexible schedule.
11. My institution/employer did not give me professional leave; I used vacation or unpaid leave days.
12. I am a student or non-year-round employee, with a more flexible schedule.
13. My institution/employer gave me professional leave time.
14. My institution/employer gave me professional leave time.
15. My institution/employer gave me professional leave time.
16. My institution/employer gave me professional leave time.
17. My institution/employer did not give me professional leave; I used vacation or unpaid leave days.
18. My institution/employer gave me professional leave time.
19. My institution/employer gave me professional leave time.
20. I am a student or non-year-round employee, with a more flexible schedule.
21. My situation does not fit any of the options above.
22. My institution/employer gave me professional leave time.
23. I am a student or non-year-round employee, with a more flexible schedule.
24. My institution/employer gave me professional leave time.

*Who paid your RBS tuition costs?*

1. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
2. I paid 100% of my tuition costs myself.
3. My institution/employer paid 100% of my tuition costs.
4. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
5. My institution/employer paid 100% of my tuition costs.
6. I used a scholarship/fellowship to pay/waive all of my tuition expenses.

7. My institution/employer paid 100% of my tuition costs.
8. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
9. My institution/employer paid 100% of my tuition costs.
10. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
11. I paid 100% of my tuition costs myself.
12. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
13. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
14. My institution/employer paid 100% of my tuition costs.
15. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
16. My institution/employer paid 100% of my tuition costs.
17. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
18. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
19. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
20. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
21. I paid 100% of my tuition costs myself.
22. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
23. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
24. My institution/employer paid 100% of my tuition costs.

*Not including this year, how many RBS courses have you attended?*

1. This is my first course.
2. This is my first course.
3. This is my first course.
4. This is my first course.
5. This is my first course.
6. This is my first course.
7. 3
8. 2
9. 2
10. This is my first course.
11. 2
12. 4
13. 2
14. 1
15. This is my first course.
16. 1
17. This is my first course.
18. 1
19. This is my first course.
20. This is my first course.
21. 1
22. This is my first course.
23. This is my first course.

*Which of the following best describes your current occupation?*

1. Library discipline: Public services librarian
2. Student working towards a/an: M.L.I.S./M.L.S.
3. Library discipline: Archivist
4. Student working towards a/an: Ph.D./D.Phil.
5. Library discipline: Cataloger/metadata librarian
6. Student working towards a/an: Ph.D./D.Phil.
7. Library discipline: Digital collections librarian
8. Library discipline: Library administrator
9. Library discipline: Curator
10. Student working towards a/an: M.L.I.S./M.L.S.
11. Library discipline: Cataloger/metadata librarian
12. Student working towards a/an: Ph.D./D.Phil.
13. Library discipline: Cataloger/metadata librarian
14. Library discipline: Cataloger/metadata librarian
15. Library discipline: Other
16. Library discipline: Conservator/binder/preservation librarian
17. Book Trades: Book artist, artisan, or printer
18. Library discipline: Cataloger/metadata librarian
19. Library discipline: Conservator/binder/preservation librarian
20. Student working towards a/an: Ph.D./D.Phil.
21. Library discipline: Other
22. Library discipline: Conservator/binder/preservation librarian
23. Student working towards a/an: Ph.D./D.Phil.
24. Library discipline: Conservator/binder/preservation librarian