

## **Narrative Evaluations**

- 1) *Do you have any practical suggestions for improvements to RBS's online logistics?*
  1. I think we can handle a bit more assigned reading as homework.
  2. Zoom actually worked very well for this course; everything was easy to navigate, the chat was monitored well, and we even were able to visit an archive virtually.
  3. There need to be more opportunities/sessions for course attendees to question each other, trade information, argue, demonstrate, and so on.
  4. No.
  5. I'm not sure that Gather.town is actually a useful service - seems like a zoom room is just as efficient
  6. {no response}
  7. This course was excellent and profoundly illuminating. The one thing I am wondering about, which may be a question of pedagogical style, is whether a few short exercises could be implemented during the week to give students an opportunity to test their capacity to determine how an image was created by analyzing it. Application of information can be a useful tool in helping students feel confident that they are accurately digesting the material.
  8. I think it would be helpful to more clearly designate time for discussion. During informal "tea times" we had lively discussions, but I did not know about these in advance of the course, which made it difficult to fit into my schedule. More time during class sessions to discuss would have made the course more engaging, and would help mitigate some of the zoom fatigue that makes online learning difficult. Also having specific images noted to look at in advance of a session is very helpful. Roger and Caroline assigned specific images (i.e., not full books) once or twice during the week, and this made it much easier to prepare for discussion and stay oriented during class.
  9. Perhaps there were too many communications so that I had to look at multiple emails or documents, although this may just reflect my weakness. The Important Information pdf was very useful!
  10. no. it all went smoothly.
  11. This was, hands-down, the best run online workshop/conference I have attended during the pandemic. The RBS staff clearly thought through the logistics of the operation, such as offering training sessions in how to use the technology before the class, setting up Gathertown, sharing important information in the Google drive, assigning someone (Samuel Lemley for our class) to facilitate daily meetings, etc. Truly, the RBS staff have set the new gold standard for how to organize an online conference. Not only did I learn about rare books this week--I learned about how to run virtual gatherings, too!
  12. Not really. The course went very smoothly from a technical perspective.

13. I've taught, facilitated, or attended many online classes, meetings, webinars, and virtual conferences over the past year and a half and this one was very well organized and run. I appreciated using the same link for each class session because it was easy to log in each day. I can't think of any ways to improve.
14. Recommending that students save their comments (unless vital to understanding the upcoming concepts or clarification) until after the designated time of learning is over and there is an appropriate time. I appreciated all of the extra information that was provided by other students, but it seemed to sidetrack the original discussion at times.
15. I would have appreciated getting the course materials earlier than we did in order to orient myself more thoroughly.
16. {no response}
17. Clarify if readings will be available digitally or if it is up to the students to gather these resources independently.
18. Organize breaks and gatherings on Zoom instead of Gather.town.
19. {no response}
20. A longer break, perhaps 45 minutes could be helpful for lunchtime.
21. {no response}
22. No practical suggestions.
23. {no response}

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

1. Everything was great!
2. Everyone was so professional and friendly, and made logistical things clear and concise!
3. Excellent
4. Excellent
5. Professional and cordial.
6. Friendly.
7. All of my encounters have been professional and kind.
8. RBS staff were incredibly helpful in providing information leading up to and during the course.
9. Helpful!
10. They were super knowledgeable, helpful, friendly, and engaged in their work.
11. The RBS staff were notably friendly and helpful. I felt both welcomed and supported throughout the week.
12. Everyone has been very responsive and helpful. Sam did a great job facilitating the course and making sure everything ran smoothly. Bravo!
13. I did not communicate with any of them directly, but in all of the group emails, events, and class sessions, they were cordial and professional. I appreciated that they were trying to create a sense of community in the online environment with all of the extra sessions and Gather.town platform. The person facilitating my class session did an excellent job of finding the appropriate time to ask questions and call on people with their hand raised. They were extremely helpful in sharing the appropriate resources and information via email when needed.

14. Absolutely lovely. Every staff and faculty member was kind, courteous, and informative. I feel that this is a thriving and healthy community of professionals working towards a collective goal of sharing information and education while being inclusive and encouraging.
15. The staff were all great!
16. Very positive. Everyone was very responsive and helpful.
17. Great! RBS staff are professional, friendly, and easy to contact.
18. RBS staff were very helpful and responsive over email.
19. {no response}
20. Very friendly and willingness to help is well-communicated
21. {no response}
22. All my encounters with RBS staff have been amazing, entirely professional, and extremely helpful.
23. {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. The initial orientation, which focused on Zoom and other technology wasn't particularly helpful for me. If I had known it was going to focus on technical stuff I would not have attended.
2. I did not attend any evening events because I am not currently off of work, so my days were full of Zoom meetings. In future face-to-face events I look forward to attending.
3. Excellent
4. The Tuesday night lecture was useful.
5. Yes - the lecture by Elizabeth Yale was great; Michael Witmore's opening talk was rather like a sermon, and despite its topic, I don't think it conveyed how genuinely collaborative RBS can be.
6. Attended the Tuesday talk, which was nice, but not particularly important to my RBS experience.
7. I loved the Gather platform! I am generally not a fan of online receptions, but this really worked for me. It was fun to navigate and facilitated meaningful conversations.
8. I attended the welcome lecture, Elizabeth Yale's lecture, and my course's optional tea time meetings. I found the tea time meetings in particular to be good uses of my time. They helped me to connect course content to concepts in my own work, and helped me to get to know my fellow students better.
9. Yes, the initial orientation meeting I did on Saturday was very helpful!! Even got me into being interested in the Gather, but after trying it on the Sunday night, I haven't returned to it. I think that the course itself should have had more opportunity for group conversations outside of lecture hours!
10. Yes. The lecture was excellent. The meeting on gather.town afterwards was excellent, too.
11. The optional lecture was interesting.

12. I was unable to attend the optional evening lectures
  13. I attended an evening lecture and found it a useful complement to what we discussed in class. It was interesting, but more of a bonus event than something necessary. It was a lot to fit in though, because it overlapped with the times I usually take my dogs out for a walk, feed them, and play with them, so being at home created a lot of distractions and I wasn't able to give it my full attention. I was also tired after a long day in front of the computer, so I was admittedly less engaged with it than I might have been otherwise.
  14. I do, the lecture I attended the Tuesday during my course added an extra layer of depth and information to the course I was taking. I'm unsure if RBS intentionally paired this lecture to blend well with the courses but it was stellar. I did attend a networking time period that was later in the day than my class and I was the only one there, but that is okay. It wasn't a waste of time since I was able to search for the chocolate bunny, sadly I never found it.
  15. I think that the teatime chats that our class held were very important to the experience. I would have like more opportunities to meet for informal chat.
  16. {no response}
  17. I did attend the opening reception on Gather Town and the evening lecture. I thought both were a good use of time and I regret not going to the closing reception on Friday. Being on video chat is definitely more taxing than being in person and by Friday I was too tired to log in to Gather Town for the closing reception. I think Gather Town is a good option for allowing more spontaneous and organic interaction.
  18. {no response}
  19. {no response}
  20. n/a
  21. {no response}
  22. I attended the lecture on Tuesday, which I thought was really interesting, and a great way of showing some of the more practical 'book school' knowledge being used in a 'real world' research application.
  23. {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. I'm very glad we were assigned things to read in preparation for the class.
  2. I really appreciated the fact that there wasn't too much homework; it was easy enough to skim the readings and visuals and think through the questions, which for a half-time course fully online was perfect preparation.
  3. The reading assignments are useful.
  4. {deleted response}
  5. Pre-course reading/homework was useful; however, I would have liked to have had this information and recommended readings more than 2 weeks in advance to minimize the amount of nightly "scramble" trying to stuff in homework in addition to the synchronous class periods. The reason I was able to attend an RBS

course this year was that it was online - but I need more flexibility in my schedule to plan advance reading.

6. We had homework, but no real pre-course reading, which might have been helpful in orienting everyone to the language of the booktrade/course. We did have a video to review, which was a nice beginning.
7. Absolutely.
8. The recorded lecture assigned as a pre-course assignment was very useful, and allowed me to feel that I was starting off with an appropriate level of background knowledge. Some of the pre-assigned reading felt a bit repetitive (P. Gaskell and Griffiths cover some of the same techniques quite similarly). I think the Kusakawa reading was extraordinarily useful for preparing for bigger conceptual questions in class, and I wish we had more time to discuss course content along these lines.
9. These assignments were useful as the presentation assumed that they had been completed.
10. Yes. The assigned video lecture was great for getting an introduction to some of what we would be talking about.
11. The pre-course reading provided essential background for me, given that I lack any formal training in bibliography.
12. The pre-course readings were very helpful and helped to lay the groundwork for issues discussed and images seen in the course. While I enjoyed the Kusakawa, I felt that my reading from the recommended list was actually more relevant to my overall foundation for the course, especially the Whitfield introduction to history of science, and some of the chapters from Baigrie.
13. Yes, the pre-course readings were extremely useful and provided an excellent framework for the course topics. They also helped create a shared vocabulary and level of understanding for the rest of the course. I knew next to nothing about the topic before taking the class, and if I hadn't done the pre-reading, I think I would have been lost or not understood the lectures as well.
14. Very useful, I found the professor's comments on what to read gave me a better and more realistic understanding of the texts. I also found the pairing of video and text advanced readings to be a great combination to achieve a more well-rounded understanding of the key concepts.
15. I enjoyed the readings and the videos that were suggested. I would have liked to receive them a little further in advance of the course.
16. Very helpful - especially Prints and Printmaking and the Kusakawa on anatomy and medical botany.
17. The pre-course reading assignments were very useful. I think the balance between bibliographic principles and the specifics of print making processes set up a solid foundation for the week. While it was not within the scope of the course this time, I think it might be helpful to have either required or suggested readings that dig more into the historical issues/trends/themes of scientific image making. For example, concepts like the imago contrafacta, general vs. particular, objectivity, and "accuracy" are all issues that come up constantly in early modern science and subsequently image making. A few readings (or sections from texts)

come to mind that could be useful to suggest or require: Dackerman, Susan, ed. *Prints and the Pursuit of Knowledge in Early Modern Europe*. Cambridge, Mass.,: New Haven, Conn: Harvard Art Museums,; Distributed by Yale University Press, 2011. MacGregor, William B., *The Authority of Prints: An Early Modern Perspective.*, *Art History* 22, no. 3 (September 1999): 389, 420. Neri, Janice. *The Insect and the Image: Visualizing Nature in Early Modern Europe, 1500-1700*. Minneapolis [Minn.]: University of Minnesota Press, 2011. Parshall, Peter. *Imago Contrafacta: Images and Facts in the Northern Renaissance.*, *Art History* 16, no. 4 (December 1993): 554–79.

18. Yes, the pre-course readings were helpful.

19. {no response}

20. {no response}

21. {no response}

22. {no response}

23. {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. The workbook is great! I will download it and continue to refer to it.

2. Absolutely, the workbook has a lot of useful links, bibliographical references, and citations for images we looked at during the week. I think I will reference it a lot as I write my dissertation.

3. Well done and very useful.

4. The Workbook contained very useful materials.

5. Absolutely - but it would be useful to have the homework assignments for the week INSIDE the workbook.

6. The Handbook was helpful, but a bit disorganized. Roger would point to different aspects of it, but it didn't seem really prepared in line with our daily discussions, and how to match up with homework. Parts of it are certainly useful after the course.

7. The course workbook was perfect in my opinion.

8. The workbook was definitely useful. The short readings provided in the workbook were focused and clearly illustrated important points from class. Other materials (like Roger's rules for the logic of printing) were integral to the course, and I intend to use them again and again.

9. The workbook is very useful. I struggle between paper and digital, wishing I had it to hand to turn the pages, but not wanting to print it out.

10. The course workbook was handy and informative.

11. The course workbook not only provided helpful instructions and background information for each class, but it will serve as a vital resource for me going forward as I continue to learn more about early modern prints and printing practices.

12. The content was very useful and I will utilize them after the course (in a modified form, with proper reference to Roger and RBS). I found the information for each

session to be extremely helpful for properly citing the books we looked at and for spelling of names and making sure I had the correct dates in my notes.

13. The course workbook is a wonderful resource that I'm sure I will refer back to many times in the future. I appreciate the detailed descriptions and links to the books online. I hope to go back and explore them further when I have more time. It was very appropriate to the course, and I especially appreciated the inclusion of the glossary.
  14. The workbook and 'homework' exercises were amazing because they provided a more nuanced understanding of what we were learning. I look forward to digesting this material and reviewing it again and again. I intend on going over and reviewing these exercises and information many times and applying the perspective and thinking exercises towards similar items in the collections I encounter.
  15. The workbook and teaching materials will be very useful as I synthesize what I learned this week and apply it to my work.
  16. The workbook was very helpful with notes and citations. I will definitely refer to it after the course. I wish the homework had been included as part of the workbook and not as a separate PDF. Due to my own error, I did not see it prior to Monday's class and felt a bit behind.
  17. The workbook was excellent! I appreciated that we were given a list of all the books we looked at in each session as well as the extra resources, glossary, and diagrams of the printing press. This is all extremely helpful information that I will continue to refer back to in my own research and teaching.
  18. The course workbook was extremely helpful, along with the daily homeworks. I will most definitely continue to consult my course workbook after this course since it is relevant to my cataloging work.
  19. {no response}
  20. {no response}
  21. {no response}
  22. {no response}
  23. {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. I don't know yet but I do know that it has given me additional tools for making rare book purchasing decisions.
  2. There are a few instances where we discussed images that I think will be useful for my dissertation; I especially appreciated our conversation at the end of the class on digital surrogates, since that's such a critical part of any research experience nowadays.
  3. The technical details of science book production will be extremely useful to me as a science book collector
  4. The course increased my knowledge overall of scientific illustration.

5. Many details/links to resources will find their way into my future courses on the history of science and book history; others have already been shared with other bibliographer friends.
6. Certainly, it helped to better clarify types printing in scientific illustration, and the way books are constructed and how illustrations were integrated.
7. I will incorporate the skills and knowledge into my teaching and scholarship.
8. I have a background working with late medieval manuscripts, but a new research project I am beginning includes printed books produced at the same time as my manuscript examples. This course was essential to giving me the necessary background to feel confident conducting my research. I feel like I have a much clearer sense of the techniques used in producing printed books and how their images differed from the medieval materials I am familiar with.
9. Well, I learned something that was very new to me about plates combining both engraving and etching, which is important! I also learned that perhaps there are messages in the plates beyond the obvious, but at the same time our modern eyes may not be seeing these plates as they were seen by their contemporaries. So both of these were "aha" moments for me.
10. I will be considering illustrations in books in my area of study more thoroughly-examining how they were printed, what kind of print they are, and how the author intended them to be used. but also just using bibliographical analysis in some of my thinking around the material I study.
11. Having learned about the differences between the relief and intaglio printing processes, I have a much clearer sense of the opportunities that each process afforded the author and printer as well as their restrictions. As such, I am now able to ask much better questions about the sources that I study.
12. The material we covered in this short time together will make up the core foundation and starting point for my lectures on this topic. Many of the discussions about reception and audience, and, historically situated visual argument and interpretation versus modern interpretation, were especially exciting and I will continue to think through and about those and ways to engage with students on these matters.
13. I can't wait to dive into our rare book collection and start seeing if I can recognize the different types of illustrations and diagrams to try to distinguish whether they are woodcut, engravings, etchings, or a combination. I do a lot of teaching and presentations with the books and I will definitely incorporate elements of what I learned through this course into my own presentations. Lots of students ask how the illustrations were made, and now I'll be able to give them a more thorough answer. I've also learned quite a bit about how to do research about these books and will incorporate that into my own research and preparation process.
14. I was able to use the information I learned from the advanced reading in a book I co-authored before the class even started! I now have a better grasp on the illustration techniques which will provide a deeper element to include when curating exhibits and items to feature in them. I also plan to create bibliographical descriptions for our collections and the information on illustrations will no doubt be so valuable and attractive towards our users.

15. Overall, it was the positive learning experience that inspired me. I did feel creatively rejuvenated for planning my fall instructional sessions. Specifically I think that I will be much better able to help students understand the process and people involved in the creation of the illustrations in the text we use with classes.
  16. This course will be very helpful at my repository as we do have illustrated scientific books from the hand press period and they are frequently requested for classroom instruction. I was especially delighted to see the Diderot included as we have a complete set in our collections. I hope to create a teaching guide for my fellow archivist/librarians to use for these books and making connections to other examples we have in our collections. On day 1, Roger made a statement "we are not the intended audience" of these early books. Thinking about authorial intention and reader reception has been a very helpful mindset change. Also appreciated his comments about "first edition-ism"
  17. I plan to use the skills and knowledge that I acquired during the course in my own research and teaching. The subject matter of the course closely aligns with my own work and I appreciated the opportunity to think more deeply about texts I have not spent a lot of time with. I was surprised to learn how often engraving and etching were used in combination in early modern images... this has given me a lot to think about in terms of the technical limitations and allowances of intaglio and relief processes. Also.... how did Galileo make those star charts!?!? The mystery remains!
  18. To improve my describing and cataloging of illustrated scientific books in my work context.
  19. {no response}
  20. {no response}
  21. {no response}
  22. {no response}
  23. {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 they did. I'm so glad I took this course.
  2. I learned so much about how images were produced and how to interpret them; it's not something I often have access to in a literary-focused PhD program, but one that is very important to my dissertation topic. It was a great class for filling in some major gaps in my research skills.
  3. Yes.
  4. I would have liked additional "close readings" of images, facilitated by the instructors. We seemed to pass over many images quite quickly.
  5. Yes! I have a broader sense of the ramifications and construction of book illustration.
  6. To some degree. Always a delight to hear from an expert like Roger (and would love to have heard more from Caroline!), but I left feeling that I didn't really understand any distinctions between scientific illustration and larger book illustration.

7. And then some! I feel that my knowledge of the history of the scientific book has grown exponentially across these five days. Roger is a brilliant lecturer. He provides substantive information at an accessible pace, dips into fascinating interpretive interludes where appropriate, and has a great sense of humor.
8. Yes!
9. I think that the course description, which I just reviewed online, explains the difference between the online course and the in-person course. I failed to comprehend this well, and what I am longing for is the in-person course. This online course has prepared me to be a better student for the in-person course, I suspect!
10. Yes, definitely. There was plentiful time for students to respond to lectures via the optional question session and tea times, both of which were very generous of the instructors. We learned about the different mediums of illustration and variations on how illustrations were used in books, via different categories of works each day. We also talked about conclusions on the role and significance of illustrations and books in early modern science. This was detailed in the course description.
11. The course was expertly pitched to both specialist and non-specialist students. The professors did not water down their presentations, so my colleagues with extensive bibliographic experience expanded their already considerable knowledge on the subject. However, the professors also presented their ideas with the utmost clarity, such that those without a background in bibliography like myself also learned a great deal. A remarkable (and remarkably successful!) juggling act!
12. Yes! Even though we only had 2 formal hours per day, and we covered a lot over the week, I felt like we surveyed a good variety of materials while also diving deep into the particular books/authors and the details about the images and production. We covered theoretical and empirical/practical issues of how images are made, their relationship to text, their relationship to those who produced and consumed them, and ways we can interpret those relationships in physical and digital formats.
13. Yes, everything in the course description was covered. I wasn't quite sure what to expect, but I'm pleased with how it turned out. I learned everything I'd hoped to learn and more.
14. Absolutely. I learned an immense amount in such a short span of time. My colleague even commented on how much I had learned and was able to demonstrate in a conversation where he asked how the class had been going. The only way I would have been able to absorb more information would have been if we had been in-person, but sadly the pandemic has affected everyone.
15. Yes and lots more! I am really impressed at how seamlessly the course was online after having been taught in person for many years.
16. Definitely. I feel that there is always so much more to learn and part of what I enjoy about RBS courses is that I leave with a list of things to research and investigate further - a never ending bibliography and ideas for incorporating it into my work.

17. While being in person would obviously have been ideal, I learned a great deal about the technical side of early modern print making. The instructors did an excellent job at supplementing our learning with videos, close looking sessions, and useful readings. Due to the limited time, I think organizing the course by case studies was successful. I would have liked to spend more time thinking about the use of scientific images/books. How did early modern readers respond to these works? How did they use them?
18. Yes, I felt that I acquired the skills and information outlined in the course description.
19. {no response}
20. {no response}
21. {no response}
22. {no response}
23. {no response}

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

1. I think I would have appreciated a more formal portion on descriptive bibliography
2. I would have appreciated more time to discuss instead of solely listening to lectures; the moments where we had conversations and addressed questions were some of my favorites and I learned so much from the other course attendees. Perhaps breakout rooms or small group activities would help break up the day and give us all a chance to learn more from each other; it also helps me stay focused!
3. More time for attendee exchanges (see above)
4. {deleted response}
5. Because this course covers a lot of illustrative technology ground, I could have used a brief technology/terms explainer on day 1 - something that highlighted the historical development of book illustration from woodblock to engraving to etching with reference to the movement of the tools (possibly a short video?). Images of draughtsmen/blockcutters/printers are helpful, but a bit more of the direct comparison between formats might have made the distinction clearer more quickly. I'm not sure the final lecture on illustrated book digitization was useful, given that the difficulties and failures of digitized books is quite well discussed more generally in scholarly literature - I would have preferred this time to have been used for broader seminar discussion. Indeed, more opportunities for discussion/problem-raising/investments from student participants might have made this course more interactive. I wonder if a class discussion board (like in a course management system) could have better facilitated that than a listserv/dropbox.
6. Several suggestions, recognizing that this was an online course: -Roger lectured heavily, as we had a really truncated schedule due to time differences. Nearly all 2 hours we were online were lecture, and it didn't leave much room for interactive exercises or conversation. I can imagine using online surrogates for different activities, perhaps some opportunities to partner up, etc. The "extra" time from

1:30-2 was when we had some opportunities for interaction, questions, etc. -This course also negotiated a fine line between focusing heavily on the production and elements of the book and printing, and really getting into the substance of scientific illustration. The deeply engaging parts of the class were when experts in the class group provided different angles and insights. I think a better balance between the process/production of the book illustration and more scientific illustration "theory" would be really helpful. Roger did a lovely job when he broke down the type of illustrations and their possible uses in support of scientific treatises. -I think there was also an intimidation factor (not in a bad way!) between "experts" in the class and those who were new to the field in different ways. So parts of the group would speak up, but others didn't say much at all. I know the online version is tough, and certainly the chat helped, but are there ways to really get everyone's voice involved? Ways to help those who are uncertain or trying to figure out these illustrations the opportunity to discuss without putting them on the spot (or providing a space to make mistakes).

7. Ultimately, I felt that the devotion of class time to lectures, library visits, and Q&A made for a beautiful balance.
8. I had difficulty following certain components of lectures, and I think it was because there was a lack of clarity of what background knowledge was necessary to take this course. Roger said early on that this course is not a history of the scientific book -- which I was happy to hear! -- but some more historical signposting would have helped me understand what was so crucial about changes in techniques and production practices. I also think spending additional time on specific images would have explicated the main points of the class, and would have made the online format feel a bit more hands on.
9. Well, as I was largely devoting my week to it, the few hours each day could have been longer hours. I think more discussion sessions would have been good. Perhaps with 25 students that is not practical, so perhaps some way of dividing up for smaller discussion sessions could be devised?
10. "I know students come in with varying levels of knowledge, which makes it difficult to teach, but a kind of primer, review, or extended discussion on the history and mechanics of etching and engraving might be helpful! (especially for those who aren't as familiar with those terms). Perhaps outside of the goals of this course, but a brief primer and discussion on the scientists whose books we talked about could lead to interesting avenues of discussion."
11. {deleted response}
12. The course was fantastic and even though we only had 10 hours over the week, I felt like the layout of materials and topics covered was a great format and use of the time. I would have liked a bit more discussion about analysis of image types and how to distinguish between etching and engraving. I understand this isn't straightforward (especially with mixed-methods images) but I feel like this is a huge gap for me, even after the course.
13. I was pleased with how it turned out, especially for a virtual class. I was able to see more looking through the document camera than I thought, and especially like being able to zoom in with the microscope. I like the lecture format because I

could listen and absorb the information. I thought they were well-organized, clear, and concise. Content-wise, it would have been interesting to look at maps and more architectural drawings or illustrations. I thought the format worked well.

14. Honestly, the only thing holding this class back was the inability to physically see and interact with the books. I think RBS did the best with the pandemic situation in terms of adapting. I am also a visual learner, so concrete slides being available is always a plus.
15. There were a variety of people in the course from a wide range of backgrounds and fields. I would have enjoyed having more of an opportunity to get to know the people in the class.
16. The course was very well organized and I thought it worked well over zoom including the visits to Rare book libraries. My only criticism is that because I was juggling work duties with this course I was unable to attend "drop-in" sessions and the course extended past the 12.30 time advertised. I'm sure I missed out on discussions because of my other responsibilities.
17. If this course was to continue to be offered online, I think it could easily be 22 hours. There is a lot of content that we moved through quickly and again, as mentioned above, I would have liked to spend more time on historical issues/themes/trends of early modern scientific image making. Moreover, in a longer online course it could be useful to have someone remotely demonstrate the various printmaking processes.
18. The course was scheduled from 9-11:30 ET but everyday the course wouldn't officially end until 12 ET. Additionally, two tea time discussions were scheduled for Tuesday and Thursday at 3:30ET but these were not indicated in the initial course schedule. I wasn't able to attend these additional discussions because I had requested time off from my employer during the official scheduled hours of 9-11:30 ET prior to taking the course and was working my normal day job outside of these hours. I felt that this made me feel excluded from being able to participate because I had a less flexible schedule than other classmates who could take advantage of these "additional" discussion times. These more informal discussion times should have been accounted for in the advertised schedule for the course so I could have requested those times off from my employer before taking this RBS course. Since I wasn't able to participate in these outside of official class time discussions, I noticed that the official class times were very lecture heavy and did not incorporate much group discussion time. I wasn't able to learn from my fellow classmates as I would have liked because the only venue for interacting was interrupting the instructor's formal lectures with questions (which many times were left to be answered at the end of the session). It would have been nice to have been able to interact with fellow classmates more freely since the formal Q&A after each lecture was quite rigid.
19. {no response}
20. {no response}
21. {no response}
22. {no response}

23. {no response}

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

1. I think HOS graduate students could learn a lot from this course.
2. Anyone who is working on scientific books in the period, or who wants to expand their bibliographical skills to include analysis of images!
3. Book collectors. Much of the material is (likely) already known to librarians and (many) academic scholars.
4. All constituents of RBS courses
5. Graduate students/faculty working with books of science
6. People who understand the components of the printed book. This is not a course for beginners.
7. It really works well for a number of interested parties.
8. Anyone with an interest in the material histories of scientific thought would benefit from this course. I think someone with a strong background in the history of science with little experience working with images or material artifacts would learn the most; this course does a great job of presenting new ways of thinking critically about scientific images to someone who might not be familiar with using images as historical evidence.
9. Someone who has no prior knowledge of Scientific books and wants to know some high spots.
10. Anyone interested in illustrations in books, in science book illustration, in publishing and illustration in the early modern period, in early modern botany, in the work of early modern scientists like Robert Hooke or Fuchs, and those interested in learning about the publication and creation of science books, specifically the illustrations within them. If any of these topics sounds remotely interesting to you, then this course would be interesting!
11. Anyone with an interest in early modern scientific images--and our numbers are growing by the day!--would benefit from taking this course.
12. Anyone interested in history of images/illustrations, history of science, book production, or the Renaissance/early modern world.
13. Librarians, curators, archivists, and scholars, particularly those who research, teach, or otherwise work with early modern science books. Anyone interested in the history of illustrations would find it useful, but more so if they have some background knowledge in the history of science.
14. Librarians and library school students. I found this class so informational and my library school program did not offer many enticing special collections courses that worked well with distance learning.
15. Anyone with an interest in the history of scientific publishing.
16. {no response}
17. Those who are unfamiliar with early modern printmaking processes or the general range of scientific books produced during the period.
18. Catalogers interested in refining their descriptions of scientific illustrations and creating more encompassing and detailed descriptions.
19. {no response}

20. {no response}
21. {no response}
22. {no response}
23. {no response}

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

1. I do!
2. Yes
3. Oh yes.
4. Yes
5. Absolutely
6. Not quite. It was a short part of the day, although again, time differences are difficult to overcome online!
7. I am grateful for the scholarship that allowed me to attend this course. If I had been able to pay for the course on my own, yes, I feel that it is appropriately priced.
8. Yes
9. It is too soon to be able to answer this question!
10. yes! we looked at so many books, there was a vast and rich amount of ideas and details about the illustrations given to us each class, and there were numerous chances to discuss outside of class (tea times etc.)
11. Most certainly.
12. Yes.
13. Yes. I learned a lot in class, and the resources like the workbook make it worthwhile.
14. Absolutely. I was very fortunate to receive a scholarship and although I would have paid for this course if I had the funds. I am so thankful for the scholarship, it has made a world of difference in my career and will hopefully lead to a position where I am able to better utilize my experience full-time so I may contribute to growing the rare materials community.
15. Yes
16. Yes - the unprecedented COVID crisis created an opportunity for me to attend this course which might not have been possible in a "normal" year.
17. Yes
18. Yes, although I wish there were more hours of discussion and student participation allocated to this course.
19. {no response}
20. {no response}
21. {no response}
22. {no response}
23. {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. 9

2. 8
3. 9
4. 7
5. 10
6. 7
7. 10
8. 6
9. 7
10. 9
11. 10
12. 10
13. 10
14. 10
15. 10
16. 9
17. 8
18. 7
19. {no response}
20. {no response}
21. {no response}
22. {no response}
23. {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, very well spent.
2. Our visit to the Oak Spring Garden archive was amazing! The librarians were so knowledgeable and their collections were amazing. I'm so happy we got to visit them virtually.
3. Yes
4. The virtual trips (Melissa at Yale and Caroline at Oak Spring with its staff) were the highlights. The engagement was much higher during these sessions.
5. Yes. The "visit" to Oak Spring Garden Library was very exciting!
6. Oak Spring was gorgeous...I really wish we could have visited. It felt a bit rushed, as did the impromptu sessions with Yale's collections.
7. They were all quite delightful.
8. The virtual field trip to Oak Spring Garden Foundation was my favorite class session. Caroline was an incredible guide, made lots of details visible to us, and gave us a sense of the physical experience of encountering these books. I think the time we spent looking at physical books together on zoom (as opposed to digital surrogates or static images) were the best use of class time.
9. The time spent with Melissa Grafe at the Yale medical library was excellent. Seeing the books virtually was very efficient. Everyone could see everything. The visit to the Oak Spring Garden library with Caroline Duroselle-Melish was excellent as well.

10. Yes! The time at oak springs was amazing, and I am grateful that Caroline went there for our class session! We looked at so many different books.
11. The virtual field trip provided us with a means to explore books that would otherwise be difficult or expensive to visit in person.
12. Yes! It would have been nice to engage with physical books but in this virtual environment the use of unique materials from different special collections was great, and the librarians/archivists who showed us their books did a great job with the technology (e.g., camera and audio all worked fine, which isn't always the case in these types of virtual tours).
13. Yes, I enjoyed being able to look at the botanical illustrations through the document camera. You could definitely learn more from it than from an image online. It was nice to have a change of scenery too.
14. It was! We were able to see a special library which contained amazing illustrations and provided me with a better understanding of where and how materials are housed.
15. Yes, being able to see books from a few different libraries was very valuable.
16. Yes - enjoyed the virtual field trips very much - lovely to see the books as close to "in person" as possible.
17. Yes- the virtual field trip to Oak Spring Garden Foundation was excellent... especially looking at the woodblocks next to the texts!
18. Yes, I greatly appreciated fellow classmate Melissa Grafe's use of the document camera to share copies of the books we were studying in the course from the Yale Medical Library's collections. Seeing these books over Zoom was a wonderful complement to Roger's lectures. I also appreciated the virtual field trip to Oak Spring Garden Library. Such an incredible collection!
19. {no response}
20. {no response}
21. {no response}
22. {no response}
23. {no response}

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

1. {no response}
2. {no response}
3. Make sure you do the assigned reading. Don't attend the sessions 'cold.'
4. {no response}
5. {no response}
6. I suspect the in person course has more time to really dive into the collections and interact with others, so go for the in person version.
7. Take this course if you want a solid introduction to the role and mechanics of illustration in the pre-1800 scientific book, with an emphasis on the greats. Roger is one of the greatest lecturers I've had the privilege of listening to. You will come away with more information than you can fully process in the moment. Those

same insights will adapt smoothly to and enhance your own research when you return to it.

8. {no response}
9. Be sure to complete the required reading in advance.
10. come engaged and excited for diving into a lot of illustrations in medical, astronomy, and many other scientific books!
11. If you are interested in early modern scientific illustrations and you would benefit from hearing experts speak about the subject, click "apply"!
12. Take this course! A great introduction to image production and interpretation within scope of the history of science, and as part of the larger history of books during the early modern period.
13. I would recommend brushing up on some history of science knowledge before the course. Knowing which authors we would be discussing further in advance would give people the opportunity to do a little background research for context.
14. Exploring the concepts and examples of them in your own collections is an incredible learning experience and produces a deeper understanding of the concepts we learn.
15. The course worked well online. I have never been able to take the class in person due to outside constraints, so the opportunity to take it online was fantastic. However, I am sure the class is even better in person, so I would encourage people to take the class in person if they are able. Then again, the online course is a fantastic way to be immersed in the material without leaving home.
16. If it is held online again - give yourself more time during the day to participate.
17. I hope it will be back in person next year! I think perhaps the actual chance to use the rolling press is one of the most valuable takeaways. There's something to be said for actually trying to arrange a woodblock alongside text or printing an engraved plate.
18. Although the virtual course was very good, I think that taking this course in person would have been a better experience, especially to be able to see books in person and interact with classmates directly.
19. {no response}
20. {no response}
21. {no response}
22. {no response}
23. {no response}

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

1. {no response}
2. {no response}
3. Enjoyed it immensely, profited from it greatly.
4. Overall positive with room for improvement
5. I'd do it again in a heartbeat!
6. Fleeting!
7. Sunspots go spinning, / The saucy louse latches on / While musclemen flap.

8. Roger and Caroline made me want to learn how to make my own mezzotints.
9. Stimulating.
10. People here love books!
11. {no response}
12. I attended, and, / saw many images. Yay / for Catesby's drunk ant!!!
13. Because of the expense, this felt like a once in a lifetime opportunity that I only had access to due to the virtual format, and I think it's something I'll always remember and be proud of throughout my career.
14. "Rare books bonded us, community enriches us, diversity strengthens us."
15. {no response}
16. Immersive and stimulating
17. Rare books are awesome / Relief to intaglio / There is much to learn!
18. The history of science and its manifestations in scientific illustration and book production is absolutely fascinating!
19. {no response}
20. {no response}
21. {no response}
22. {no response}
23. {no response}

## **Student Data**

*Number of Respondents: 23 (of 23)*

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

1. My institution/employer gave me professional leave time.
2. I am a student or non-year-round employee, with a more flexible schedule.
3. I am retired, and can arrange my own schedule.
4. My institution/employer gave me professional leave time.
5. I am a student or non-year-round employee, with a more flexible schedule.
6. My situation does not fit any of the options above.
7. My institution/employer did not give me professional leave; I used vacation or unpaid leave days.
8. I am a student or non-year-round employee, with a more flexible schedule.
9. I am retired, and can arrange my own schedule.
10. I am a student or non-year-round employee, with a more flexible schedule.
11. I am a student or non-year-round employee, with a more flexible schedule.
12. I am a student or non-year-round employee, with a more flexible schedule.
13. My situation does not fit any of the options above.
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. I am a student or non-year-round employee, with a more flexible schedule.
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. {no response}
22. I am a student or non-year-round employee, with a more flexible schedule.
23. {no response}

*Who paid your RBS tuition costs?*

1. My institution/employer paid 100% of my tuition costs.
2. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
3. I paid 100% of my tuition costs myself.
4. My institution/employer paid 100% of my tuition costs.
5. My institution/employer paid 100% of my tuition costs.
6. My institution/employer paid 100% of my tuition costs.
7. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
8. I had an RBS course tuition credit from a previous year.
9. I paid 100% of my tuition costs myself.
10. My institution/employer paid 100% of my tuition costs.
11. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
12. I paid 100% of my tuition costs myself.
13. My institution/employer paid 100% of my tuition costs.
14. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
15. My institution/employer paid part of my tuition costs, and I paid the rest.
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 paid 100% of my tuition costs myself.
19. My institution/employer paid 100% of my tuition costs.
20. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
21. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
22. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
23. {no response}

*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. 2
5. 1
6. 1
7. This is my first course.
8. 1
9. 1
10. This is my first course.
11. This is my first course.
12. This is my first course.
13. This is my first course.

14. This is my first course.
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. 2
22. This is my first course.
23. {no response}

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

1. Library discipline: Subject specialist/bibliographer
2. Student working towards a/an: Ph.D./D.Phil.
3. Other Occupations/Vocations: Book collector
4. Professional educator: Associate professor
5. Professional educator: Assistant professor
6. Library discipline: Special collections librarian
7. Professional educator: Assistant professor
8. Professional educator: Lecturer/adjunct
9. Other Occupations/Vocations: Book collector
10. Student working towards a/an: Ph.D./D.Phil.
11. Professional educator: Other
12. Student working towards a/an: Ph.D./D.Phil.
13. Library discipline: Archivist
14. Library discipline: Library assistant/clerk
15. Library discipline: Special collections librarian
16. Library discipline: Archivist
17. Student working towards a/an: Ph.D./D.Phil.
18. Library discipline: Cataloger/metadata librarian
19. Library discipline: Special collections librarian
20. Student working towards a/an: M.L.I.S./M.L.S.
21. Professional educator: Associate professor
22. Student working towards a/an: Ph.D./D.Phil.
23. {no response}