

Narrative Course Evaluations

- 1) *Were the pre-course reading assignments useful? Did you do any additional preparation for your course? Are there any books or articles that you would like to see included in future years? Any that you might suggest removing?*
1. The readings were great and interesting.
 2. I enjoyed them all, but wish there were more recent publications included in such a fast-paced field.
 3. Yes, I think they were useful for framing the discussion about the limitations of digital surrogates.
 4. They were useful for the first day discussion. After that, we did not directly address. Please send all required reading or homework much earlier than the week before (see Q2).
 5. They were excellent, and not too much. I would love to have avoided paywalls if possible.
 6. N/A
 7. The course reading assignments were useful.
 8. The readings were very informative. Would have liked to discuss them in some way in class.
 9. Yes, but they weren't referenced during the course.
 10. The readings were excellent. We didn't discuss them specifically in class, but then again, there wasn't time for this.
 11. Pre-course reading seemed to establish a background conversation that we then did not need to have in class. I was already familiar with the ideas expressed, so it was less useful for me, but probably more so to some students.
 12. Yes, the readings were useful; most useful by far was the *Introduction to Manuscript Studies*. Anyone who hasn't been actively leafing through and analyzing specific medieval manuscripts in a while would do well to focus on that.
 13. Good amount, very helpful to frame issues.
 14. Articles provided were very insightful.
- 2) *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 workbooks and directions to projects/tools were incredibly useful. Mirador will continue to be brilliant long after this class.
 2. The workbook was quite useful except the images were sometimes pixelated.
 3. I am taking the workbook back to share with colleagues. More descriptions on the images might have been useful.
 4. The course workbook was hardly that. Please include better instructions or guides or clarify what should be read beforehand (especially if we do not cover all materials, so we can pursue them after class is over).

5. Excellent! I found the PowerPoint especially useful when going over coding, as I can get lost very quickly, so visual aids are ideal.
6. For a digital course, did we really need to spend \$\$ printing?
7. The course workbook was helpful.
8. I think the workbook could be as simple as a URL/site list—waste of paper for screen shots.
9. Yes, more so if it had a table of contents.
10. Yes, all very useful.
11. Course workbook is cool, but contains a lot of PowerPoint slides that are difficult to understand without professor commentary, which we did not receive for all pages.
12. Yes, useful. I plan to use it.
13. We did not refer to it much. When we did, black and white images were not ideal. Perhaps better as a PDF.
14. There was a little bit of confusion on whether or not we should've done the exercises in the workbook ahead of time or not. Some students did and some did not—but we all ended up doing the exercises in class with instructors' help.

3) *If you've taken previous RBS courses, how did this one compare?*

1. N/A
2. N/A
3. N/A
4. Camaraderie, consultation, openness was extraordinary. Depth of knowledge expected and comparable.
5. N/A
6. {no response}
7. N/A
8. N/A
9. N/A
10. This course was the best—it is very high quality. Glad I was accepted this time!
11. Both excellent, if completely different. This one much more hands-on and interactive, which was lovely.
12. The most useful, both conceptually and practically.
13. Above average pre-course readings and opportunity for our own work.
14. N/A

4) *Which aspects of the course were most interesting and relevant for you as an individual? Did you walk away with any new insights, ideas, or project plans?*

1. I really enjoyed learning about the digital projects being created at Penn, and how other digital technologies were used here to increase digital manuscript access.
2. I enjoyed hearing about specific projects, both failed and successful, and particularly appreciated the lack of idealism that permeated the classroom.
3. Lots of new tools, and new ideas about how to make data from collectors available.
4. {no response}
5. Many. An increased understanding of just what is possible, and where to start digital humanities projects.
6. I found the multitude of digital capabilities inspiring, and having a classroom full

- of colleagues with different knowledge sets phenomenal.
7. The digital modeling explanations were interesting, but in my current position I will not use these tools.
 8. Discussion of digital resources and manuscript terminologies.
 9. Data philosophy; command line techniques; understanding paper sizes.
 10. Yes, definitely. I learned a number of useful things and tools that I will employ directly in my research.
 11. Loved talking about displays, TEI/XML, and the collection programs were amazing. I have a much better idea how to plan my own project now.
 12. I had not had a chance to engage in hands-on bibliographic analysis in some time. To do so in concert with the latest technological tools was truly exciting.
 13. Step-by-step walkthrough of XML was very useful. In general, the space for conceptual and practical discussion of tools and problems was extremely valuable. I really liked and learned from talking tech with medievalists and text people.
 14. I felt that all the materials covered in the course were relevant and useful. As I work surrounded by medieval manuscripts, it was so valuable for me to learn how to really examine the physicality of the manuscripts. Whether it's WN's paper size demo or DP's collation tool, I was enlightened over and over again and I cannot look at a manuscript the same way anymore.
- 5) *Did the instructors help you to acquire all the skills and information promised in the course description? Was anything left out or undeveloped? Did you learn what you had hoped to learn?*
1. {private response} You can't get to everything, and the instructors did a brilliant job of working and teaching both physical and digital objects. I loved it.
 2. Yes! All of the above, and even with strep throat. DP and WN are an impervious force of digital humanities grit and glam.
 3. We touched on a lot of things, and it would have been nice to be able to have more depth on SCALAR or TEI or other tools, time permitting.
 4. 1) No. The course description was not what our class seemed to do—it was not clear we would work on independent projects. 2) Programs changed—Omeka to SCALAR. 3) At times, DP went too quickly to follow steps, apply/progress at the same time. Need to work on teaching pace.
 5. Yes (to all).
 6. Yes! Just more time (summer camp please!).
 7. {no response}
 8. Yes. No. Yes.
 9. We didn't use many of the digital tools that we were asked to download.
 10. Yes, both DP and WN were very helpful, and worked with me to resolve technical and interpretive issues.
 11. Instructors were incredibly helpful. I wish I could have heard DP's XML display/tool talk, but them's the breaks. I learned many useful things in this class.
 12. I have a lot of work ahead of me to fully master bibliographical analysis and the developing digital tools, but I have a good start now, and look forward to the challenges.
 13. I would have liked to work through some tasks in XML and a tool that used it, as opposed to the (apparently) presentation-focused SCALAR. But I appreciated the combination of structure and freedom to learn what I needed on my own, under

expert guidance.

14. Yes, I've learned more than what I hoped to learn.

6) *How do you plan to use the skills and knowledge acquired during your time here?*

1. I plan to continue contemplating how to best integrate digital technologies with the physical object.
2. In a capstone project for graduate school.
3. 1) I am going to revamp some of the ways we share data from collections online. 2) I have already pointed faculty who want to collaborate on digital humanities projects to SCALAR (through email).
4. Independent research, pedagogical approaches to course development.
5. I'm interested in visualization software, especially used pedagogically.
6. Digital critical editing with both edited text {illegible} as well as manuscript text and {illegible}.
7. {no response}
8. Digital editions and projects.
9. In research.
10. I plan to teach some of it in a graduate classics seminar on digital humanities, and use the rest in my research.
11. I plan to create my own digital project and to introduce my students to some of the tools we considered.
12. Yes.
13. Long-term personal projects and classroom/student activities.
14. First and foremost, I will use the skills I learned to take a closer look every time I have a chance to look at medieval manuscripts. It will help me a great deal in my work to point out small but important details that may give us clues to know more about the book.

7) *Please briefly describe the intellectual level of the course. What sort of person might benefit the most from taking it?*

1. A wide variety of people could benefit from the course as the examination of both physical and digital provides wide interest.
2. I felt well prepared for this course with an introductory knowledge of codicology and digital technologies, and suggest others might be trained in the same.
3. Someone who has a good understanding of manuscript production, and is fairly proficient in web-based tools and technologies.
4. {no response}
5. I think grad students and young faculty. However, it really did seem well suited to a variety of skill levels.
6. Interested in what digital can do—not a huge tech geek.
7. Librarians, academics who know how to code.
8. Anyone interested in synthesizing medieval and digital work.
9. Basic and accessible. Anyone who works with pre-1500 manuscripts and/or books.
10. A student or teacher actively working on medieval manuscripts, preferably with some experience in digital humanities.
11. Above beginner level. Assumes a familiarity with digital environments, but not too advanced.

12. Hard to say. We were a fairly diverse group, and it seems to me everyone got something out of the course.
 13. A specialist (or specialist-in-training) in the pre-modern world with basic technological literacy.
 14. Our class was comprised of people from various backgrounds, from English professors to librarians. I think this course will benefit any scholar of literature or history, or anyone trying to develop digital humanities projects, and many more.
- 8) *If applicable, what were the most original, powerful, or otherwise noteworthy educational moments in the course? Were there any “aha!” moments you’d like to share?*
1. I really enjoyed learning more about IIIF.
 2. Not really.
 3. Several of the tools are going to help me with my work.
 4. {no response}
 5. I fell in love with Mirador software. My “aha” moments were simply learning basic code, however.
 6. Nothing is more satisfying than when your code works!
 7. {no response}
 8. Wget! And when WN did manuscript Tetris to explain paper sizes.
 9. {no response}
 10. Yes. Using DP’s collocation tool, and realizing it’s great power for research.
 11. The collation diagrams and Mirador viewer were transformative in my thinking of what digital humanities could accomplish.
 12. Just how important it is to make data as open as possible, and just how useful properly scaled crowd-sourcing projects can be.
 13. Seeing DP’s visual collation tool in operation. Talking through the TEI. Examining “my” manuscript under WN’s guidance.
 14. WN’s demonstration on paper sizes. DP’s collation modeling tool, which lets you take apart a book visually without actually taking books apart. Doug’s talk on Friday morning, and his advice for when developing digital humanities projects, not to try to get it to do too many things, but just focus on one thing that it can do.
- 9) *How could the course have been improved?*
1. Cookies on the breaks? The course was great and I have no complaints. I would have liked to have gotten my hands dirty with building more digital displays.
 2. I wish we could have gotten more step-by-step breakdowns of DP’s demos. They were so useful, but I focused so much on keeping up that I couldn’t take great notes.
 3. More depth/detail in the technological parts of the class. Assume a basic knowledge of manuscripts (but WN’s presentations were great!).
 4. Better planning and communication beforehand. WN stated in class that this was an advanced course and this was not clearly indicated.
 5. Longer!
 6. On day one, a better overview of how code becomes websites.
 7. {no response}
 8. I would have liked to see more group work/interaction—maybe groups rotating

- through a number of manuscripts, and new groups daily?
9. More interactive discussion among the students; more opportunity to collaborate with other students throughout the week.
 10. More direct references to the assigned readings?
 11. I would have liked to use all the tools we downloaded. Still don't know what our download of Oxygen, Juxta edition, and an FTP client were for. {private response}
 12. Maybe let people know from the start that their presentations need not be posted online. This idea caused unhelpful stress.
 13. Perhaps more focused, tool-based tasks, done to completion, with "our" manuscripts. Also, digital evaluation forms.
 14. SCALAR, the platform that we were supposed to use for our project, had some limitations and challenges even though it's a useful, great tool. Figuring out how to get it to do certain tasks was somewhat time consuming for some of us.
- 10) *Do you feel that you got your money's worth? Would you recommend the course to others?*
1. Yes, I do. I would most definitely recommend the course to others.
 2. Yes, and yes!
 3. Yes, I think it was very good, and I learned a lot!
 4. Somewhat. Yes, with a caveat that you should already have significant experience with all materials.
 5. Yes, and yes.
 6. Yes!
 7. In all honesty, this course wasn't for me. Even though the focus was on books, there was little emphasis on the humanities. Visualizing structures is fascinating, but I don't see the connection to human/ity/ies experience.
 8. Yes! Absolutely!
 9. Yes, for general background in data.
 10. Absolutely. I will recommend it.
 11. Definitely.
 12. Yes.
 13. Absolutely would recommend to anyone looking to acquaint themselves with digital tools.
 14. Yes!
- 11) *If your course made any trips outside of the classroom, do you feel that they were time well spent?*
1. N/A
 2. To SCETI—absolutely!
 3. {no response}
 4. {no response}
 5. Definitely. We toured a digitization lab.
 6. N/A
 7. N/A
 8. N/A
 9. Yes.
 10. N/A

11. Trip to SCETI was great. {private response}
12. Yes.
13. Tour of SCETI could have been more efficient, but very illustrative.
14. Yes, but since there were fourteen of us, and it was a tight squeeze. Maybe the group could've been split in two and took turns going to the image lab. The other group could stay back and work on their book/presentation.

12) *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? Any that you could have done without?*

1. The lecture and pre-dinner was great.
2. N/A
3. I went to the Tuesday lecture, but I was very, very tired. It was me, not RBS.
4. {no response}
5. They were very useful! I considered them to be valuable networking opportunities.
6. N/A
7. N/A
8. Very nice evening lecture.
9. Not really.
10. N/A
11. {private response}
12. Yes, I loved the lecture on the Gotham Book Mart.
13. Evening lecture was not relevant to course at all, but very interesting.
14. I attended David McKnight's talk on Gotham Book Mart and, although it wasn't related to what we've been learning in the class, it was still on the topic of books, libraries, bookstores, and all the things that everyone in attendance (I assume) is passionate about, so I felt that it added to the overall experience.

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

1. Don't stay in the dorm.
2. Get lots of sleep first!
3. It is a great course, and I highly recommend it.
4. {no response}
5. Think creatively!
6. Do it! Play around on your computer first.
7. {no response}
8. {no response}
9. {no response}
10. Go for it!
11. Excellent for anyone contemplating a digital project.
12. {no response}
13. Since technology moves quickly, it may be worth asking the instructors exactly what tools and methods will be taught to see how they overlap with your own.
14. I highly recommend anyone considering taking the course to go ahead, not only for all that you will learn in the class, but also for all the interesting people you'll meet and hearing about all the projects they're working on or the work they do.

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

1. Fantastic.
2. WN and DP
Are worth their salt even more
Than Philly's pretzels
3. One of the days DP went to write some examples of TEI on the white board, but there was parchment all over the floor in her way.
4. {no response}
5. It was an excellent experience learning how to regard the material and the digital in equally high esteem.
6. I saw a bumper sticker on my way back one day: "Honk if you love Latin."
Manuscripts are in the real world!
7. Full.
8. #rbsms21 <- Says more than I could in this space.
9. {no response}
10. Libri habent sua fata (pro captu lectoris)
11. Amazing teachers. An abundance of learning. I need more coffee.
12. I'm exhausted!
13. Like going to summer camp or back to grad school (but only the cool, fun parts)!
14. I finally gave in and made a Twitter account after RBS so that I can continue to absorb all the interesting things my fellow classmates and teachers have to say.

Student Data

Number of respondents: 14 (of 14)

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

My institution/employer gave me professional leave time: 6 (42.86%)

My institution/employer did not give me professional leave; I used paid or vacation days: 2 (14.29%)

I am a student or non-year-round employee, with a more flexible summer schedule: 4 (28.57%)

My situation does not fit any of the options above: 2 (14.29%)

Who paid your RBS tuition costs?

I paid 100% myself: 2 (14.29%)

My institution/employer paid 100%: 4 (28.57%)

My institution/employer paid part; I paid the rest: 1 (7.14%)

I used a scholarship/fellowship to pay/waive 100%: 6 (42.86%)

I used a scholarship/fellowship to pay/waive part; my institution/employer paid the rest: 1 (7.14%)

Who paid your RBS housing expenses?

- I paid 100% myself: 2 (14.29%)
- My institution/employer paid 100%: 6 (42.86%)
- My institution/employer paid part; I paid the rest: 1 (7.14%)
- I used a scholarship/fellowship to cover 100%: 2 (14.29%)
- I used a scholarship/fellowship to cover part; I paid the rest: 1 (7.14%)
- I stayed with friends/family, or stayed in my own home and commuted: 1 (7.14%)
- My situation does not fit any of the options above: 1 (7.14%)

Who paid your RBS travel expenses?

- I paid 100% myself: 4 (28.57%)
- My institution/employer paid 100%: 7 (50%)
- I used a scholarship/fellowship to cover 100%: 1 (7.14%)
- I used a scholarship/fellowship to cover part; I paid the rest: 1 (7.14%)
- My situation does not fit any of the options above: 1 (7.14%)

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

Library disciplines:

- Library assistant/clerk: 1 (7.14%)
- Special collections librarian: 1 (7.14%)
- No response: 1 (7.14%)

Student working toward a/n:

- M.A./M.S.: 1 (7.14%)
- Ph.D./D.Phil: 3 (21.43%)

Professional educator:

- Lecturer/adjunct: 1 (7.14%)
- Assistant professor: 4 (28.57%)
- Full professor: 1 (7.14%)

Other occupations/vocations:

- Other: 1 (7.14%)