

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. Great.
2. Yes. No. No. No.
3. Yes, very helpful. I thought it was just the right amount of pre-course reading.
4. Yes—any further info about the families' writers of documents involved would be useful, but not necessary. Reading will be more helpful after the course, as I understand what to look for!
5. {private response}
6. Yes, it was very helpful having pre-course readings that were easily accessible online.
7. The reading assignments really helped me become oriented to the material so that the information I learned in class was familiar enough to not feel overwhelming.
8. I found them useful; the text-based materials were not in my university library, but the online tutorials sufficed in their stead.
9. The readings that I was able to obtain were useful, but not all reading was easily obtained.
10. They were very useful—especially in refreshing what I had done before.

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. Excellent. Yes. Absolutely.
2. The workbook for this class is amazing. It brings together all of the pertinent info we need in a concise and easy-to-follow manner. It will be helpful as I continue to practice after this week.
3. This workbook is the perfect size and full of excellent content. I will use it afterwards.
4. Very useful, thanks!
5. Yes.
6. The workbook was extremely helpful, and HW made good use of it throughout the week.
7. I will continue to use the workbook as my go-to quick reference guide as I practice the skills I learned in class. It really usefully combines technical information with resources for research.
8. I planned to take my course book—"The Alphabet Book" as it came to be called—away with me halfway through day one. I'm glad we can keep them!
9. The workbook was excellent; the exercises and bibliography of source material will be very useful for ongoing study.

10. Entirely useful—I took many notes, and can adapt some of the instructor’s methodology with handouts, &c., to my own teaching.

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

1. N/A
2. N/A
3. N/A
4. HW is especially patient, and helpful with complex material, but all classes have been wonderful in different ways.
5. N/A
6. HW is a wonderful teacher. This course had less hands-on time with original materials than I expected, but made excellent use of digital resources.
7. N/A
8. N/A
9. This instructor seemed more organized and the workbook had more variety of information.
10. Even better if possible—impressively well-prepared and flexible.

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. Paleography, databases, mixed print and manuscript sources. Hated the numbers, but I have to admit that that was super valuable.
2. Just learning how to read secretary hand and its nuances depending upon the individual scribe.
3. I now have all the tools to read early modern English which is what I desired.
4. The actual reading of manuscripts as a joint activity was enjoyable and useful. Ink making was wonderful.
5. It was well balanced.
6. I enjoyed hearing about newer electronic resources that HW recommends.
7. The bits of discussion about overlaps between print and manuscript culture has peaked my interest in hybrid archival sources, which I plan to research further.
8. Individually, learning the basics of paleography was particularly targeted and useful, but I enjoyed the discussions about print and manuscripts and their interrelations even more.
9. The evolution of letterforms was most interesting and useful for me in my work as a documentary editor tasked with transcribing original manuscripts.
10. See Q6.

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. Yes. Could have used more practice, but it wasn’t possible in five days.
2. Yes. I’m leaving feeling very satisfied with the info I’m taking away with me.
3. Yes, all and more. Perhaps a longer discussion on different hands, and how to recognize them.
4. Yes. Wish we had more time to talk about trends in manuscript/print society.

5. Yes.
6. Yes, I learned what I had hoped to learn.
7. Yes, we were given a broad survey of manuscript culture, and directed to the resources that will allow us to develop on any individual skill or topic relevant to our work individually.
8. Yes, very much so. HW is a generous and highly skilled instructor of great knowledge.
9. The time (five days) did not allow sufficient time to acquire skills, but was a really good overview of the subject, and an introduction to tools and methods to pursue future study.
10. Yes, definitely. See Q6.

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

1. Manuscript work at the British Library.
2. I will continue to practice via avenues HW recommended, but also will use collections at my workplace, which are what encouraged my applying in the first place.
3. I am going to continue to read early modern manuscripts. I hope to gain employment at an academic library with the new skills I gained.
4. More work with primary resources.
5. Write my master's dissertation.
6. I plan to use my skills reading early modern documents.
7. I plan to pursue new directions in my current project by incorporating manuscript material.
8. In my scholarship and teaching.
9. For personal research and in my occupation of editor of eighteenth- and early nineteenth-century mass transcriptions.
10. I'm editing a manuscript. This course will make that editing considerably more accurate and, I hope, professional. I especially appreciate HW's willingness to give extra individual time to me on this project. I intend to credit her and RBS on the acknowledgements page. (It's scheduled for publication in 2019.)

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

1. Someone who is really into the content and wants to learn it—you don't have to be in the field.
2. Anyone with a serious interest in learning the script.
3. Graduate/Ph.D. level.
4. Graduate level—any student of the period would benefit.
5. Intermediate/beginner.
6. This is an introductory course; HW does not assume much specialized knowledge, and is excellent at answering questions at every level.
7. The course is adaptable to a range of intellectual engagements—I think anyone could benefit from it, as long as they were serious about doing the work.
8. High—it was challenging, no question. Graduate students to senior scholars would benefit.
9. Graduate student or early career humanities—A knowledge of early modern

- history and literature would be helpful in providing context for manuscript studies in this course.
10. It was delivered at a level that assumed previous experience. Thus most benefit would go to those with specific projects. Nonetheless, HW was adept at reinforcing and reviewing material we might have forgotten.
- 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. Finally figured out what a secretary hand “w” looks like; learned the dangers of guessing; learned how useful it is to work with others on a project.
 2. Just realizing that I’m a capable learner by being able to apply the knowledge.
 3. {no response}
 4. Ink and quill making is not a spectator sport. Spelling is overrated.
 5. {no response}
 6. Being able to make out words at a reasonably rapid pace after only five days of instruction seemed a bit miraculous!
 7. I think we each had our own “aha” moments when we finally correctly identified a letterform that we hadn’t been able to recognize before.
 8. Several—too many to list, in fact.
 9. Derivation of “per;” the variety of early modern manuscripts that survive long past the introduction of printing.
 10. The depth of HW’s knowledge and expertise is impressive—and she dispenses it gracefully and fully. She was particularly generous in giving me time out of class, and her assistance there was essential in completing my current work editing a nineteenth-century manuscript.
- 9) *How could the course have been improved?*
1. Another day or two, but I understand the implications.
 2. N/A
 3. More time!
 4. We always need more time!
 5. {no response}
 6. It would have been great if the wireless access were more reliable.
 7. N/A
 8. Well, I’m not a morning person....
 9. More time; perhaps offer as part one and part two.
 10. {no response}
- 10) *Do you feel that you got your money’s worth? Would you recommend the course to others?*
1. Absolutely to both questions.
 2. Yes, and yes.
 3. Yes. Yes.
 4. Yes! Yes.
 5. Yes.

6. Yes.
7. Yes.
8. Yes, indeed.
9. Yes to both questions.
10. Definitely. Yes.

11) *If your course made any trips outside of the classroom, do you feel that they were time well spent?*

1. The SC trip was very valuable.
2. Yes.
3. Yes. A trip to SC was invaluable.
4. SC is always wonderful. The staff there is very helpful.
5. Yes.
6. Yes.
7. Yes, our trip to SC was useful.
8. Yes.
9. The one field trip was interesting, but the constraints of time provided only a taste—a meal would have been nice.
10. Trip to SC was very useful in applying what we were learning.

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. {no response}
2. Yes. Loved making ink and quills.
3. N/A
4. Yes.
5. Yes. Quill and ink-making was not to be missed.
6. Yes, the ink and quill-making workshop was an excellent use of time, and is likely to help me remember the elements involved much more clearly.
7. Yes, they provided additional learning experiences in a more relaxed setting.
8. Yes. I loved ink-making.
9. I was unable to participate in evening events.
10. {no response}

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

1. Lots of coffee.
2. Do it.
3. This was a perfect inaugural course. Accessible and fun!
4. You can read this, and HW will help!
5. Have ink, quills, and paper available for sale.
6. {no response}
7. N/A
8. Plan to get enough sleep—it's when your brain encodes what you learn. I dreamt about letterforms in secretary hand more than once, and was a better transcriber

- the following mornings.
9. Do some advance reading in early modern English history and literary forms of the period; study up on Roman numerals!
 10. Come prepared. If not already familiar with recommended reading, do at least some of it.

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

1. I am now even smarter than I was before.
2. It was one of the best professional education decisions I've made. Time well spent.
3. I'll be back!
4. Wonderful.
5. {no response}
6. HW's enthusiasm and curiosity set a wonderful tone for this class that inspires everyone to learn together.
7. Useful information delivered in the most pleasurable and efficient way possible.
8. {no response}
9. Hooray for HW!
10. Excellent! (The best RBS course I've had—and that's a serious recommendation as they are all impressively delivered.)

Student Data

Number of respondents: 10 (of 10)

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

My institution/employer gave me professional leave time: 5 (50%)

My institution/employer did not give me professional leave; I used paid or vacation days: 2 (20%)

I am self-employed, and can arrange my own schedule: 1 (10%)

I am a student or non-year-round employee, with a more flexible summer schedule: 1 (10%)

My situation does not fit any of the options above: 1 (10%)

Who paid your RBS tuition costs?

I paid 100% myself: 4 (40%)

My institution/employer paid 100%: 4 (40%)

My institution/employer paid part; I paid the rest: 1 (10%)

I used a scholarship/fellowship to pay/waive part; I paid the rest: 1 (10%)

Who paid your RBS housing expenses?

I paid 100% myself: 4 (40%)

My institution/employer paid 100%: 4 (40%)

I stayed with friends/family, or stayed in my own home and commuted: 1 (10%)

My situation does not fit any of the options above: 1 (10%)

Who paid your RBS travel expenses?

I paid 100% myself: 5 (50%)

My institution/employer paid 100%: 4 (40%)

I live locally, and had no travel expenses: 1 (10%)

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

Library disciplines:

Archivist: 1 (10%)

Public services librarian: 1 (10%)

Other: 1 (10%)

Student working toward a/n:

M.A./M.S.: 1 (10%)

Ph.D./D.Phil: 1 (10%)

Professional educator:

Associate professor: 2 (20%)

Full professor: 1 (10%)

Other occupations/vocations:

Book collector: 1 (10%)

Other: 1 (10%)