

### **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. I found the pre-course reading assignments very helpful, particularly links to websites of projects under development.
2. All pre-course readings are standard to this discipline, so I had completed them without intentional commitment long before I enrolled in this class.
3. The pre-course reading was useful though I couldn't get through it all before arriving. Dividing the list up based on what days and lessons it pertains to would help because then I could divide it up day-to-day over the week of the course.
4. The more of the pre-reading I do, the more I'm able to grasp the concepts and remember the projects.
5. They were all useful for my ongoing education, and I am happy to have read them, but not all (including required ones) seemed directly relevant to the course itself. Which is to say, perhaps it could be culled somewhat.
6. They were useful but, like every year, often hard to find the time to do the extra reading on top of normal course of work reading.
7. Pre-course reading was useful, but less bibliography, more digital readings (especially theory, manuals, steps, &c.) would have been better.
8. {private response}
9. The reading assignments that were marked as required were a good outline for some shared vocabulary. Items well chosen. More was needed, however, specifically short reading on each piece of software that we used. It would have supplied a more comfortable background for newcomers.
10. Yes, particularly the required ones, as they offered an orientation to topics we would explore in the class.

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. Yes, I think that the GitHub sites maintained by our instructors will be very helpful following the course.
2. Many students were not aware of the helpful handouts that the instructors provided in the course reading package.
3. The supplementary materials—in particular the code samples—were/will be very useful in my work post-RBS.
4. {private response}
5. Yes. Course materials will continue to be immensely helpful.
6. It was useful—it might have been more inclusive with links and slides.
7. Helpful, yes, and I am glad I have it for continued use.

8. So much of what we encountered/downloaded/received we did not touch—a treasure trove for after class. I know I will dip into these files often!
9. It would have been better if the outline that instructors distributed in the beginning of the course included much more detail. It was impossible to take notes during the class because the exercises moved along so swiftly. A detailed outline would have helped me reconstruct the class content afterward.
10. I believe so, as having the annotated files with code we can review and modify will be useful. Yes, I hope to undertake some collaborative digital humanities projects.

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

1. Best one I've taken. Perfect combination of patient and generous instructors, interesting and congenial classmates, and subject matter with immediate relevance to my work.
2. N/A
3. N/A
4. One of my favorites!
5. N/A
6. Much more computer-based. Vastly less dependence on the original material.
7. N/A
8. N/A
9. This course was in a significantly different field from the other course that I have taken. I used the content of that course professionally afterward, but I suspect I will use the content of this course more.
10. Equally well-organized and executed.

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. Exposure to the tools and techniques covered in the course will be helpful to my professional work as well as to a few scholarly projects I have in development.
2. The class was at its strongest when the instructors focused on the book as a physical object reevaluated as a virtual object. I plan to apply much of what I learned about Unix and OCR directly to my research; this is a fast-paced course covering extensive materials over a short period.
3. Being introduced to new software and techniques was very helpful and will help with refining current projects and developing future projects.
4. I came with one project in mind and left with eight—the breadth of the presentations fired up all kinds of questions with possible routes to answers.
5. The applied sections (as opposed to abstract/theoretical) were most helpful—that is, seeing how to build actual code/script/workflows. That said, I also really enjoyed receiving overviews of entire fields, such as topic modeling.
6. Yes to new insights. One of the biggest surprises was the vast amount of complicated free software.
7. New methodologies and a basic knowledge of new programs gave me new ideas for progressing with my research.
8. This has given me a glimpse of my future tool belt. I look forward to familiarizing myself with many of the tools (text mining tools like OpenRefine, data visualization tools like Gephi, OCR, &c.) in the future.

9. Preparation for the last day's student presentation session led me to discover that the tools I learned in this class could be used to achieve objectives at my workplace that I previously thought were impossible. I will certainly go on to finish that project.
10. An introduction to coding will help me feel more comfortable in approaching programmers as potential collaborators. It was also very useful to get an overview of some major areas of research and development to help me begin imagining possibilities for my own work.

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. I think so. The pace of technological change makes it difficult to describe with precision what a class like this will teach you, but I certainly feel that I learned what I hoped to about digital approaches to bibliography and book history.
2. {no response}
3. Nothing was underdeveloped. Given the time constraints, introductions were all that was feasible and this was well-delivered. I had hoped to be introduced to new tools, and I was.
4. They are a great pair, and when one leaves off, the other picks up. I was enthralled and didn't want it to end.
5. There are some details left for me to figure out on my own, but in general, yes, I feel I can now do things I was unable to do before, and they are the things I wanted to learn coming in.
6. I did learn what I had hoped to. My skills are still in development.
7. I think this course requires continual development of skills outside the classroom because it is impossible to teach everything in one week. This is more of an overview.
8. I would have loved to spend more time doing hands-on coding. I understand why this was less of a feature of this class (and was made aware of this). I would love to see an advanced digital approaches class that does require more hands-on work.
9. The instructors were enormously patient and helpful. I learned a much wider view of what possibilities exist to access and manipulate humanities related data than I had previously known.
10. Overall, yes—my main goal was to get an overview and a better sense of tools/techniques being developed and this course certainly provided that.

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

1. {no response}
2. Some of this information should prove helpful in my own teaching; some of it will be of benefit to my future research and publishing endeavors.
3. I plan to implement many of the skills developed here in my coursework and in public-facing projects.
4. I will be sharing some of this with my library colleagues; some will contribute to new features on our website; and I will start several projects personally.
5. In my academic research, both to answer bigger questions (that involve large data), and to speed up my work processes (I am junior faculty at a university) and

- do things more efficiently.
6. I am not sure. Perhaps build and suggest projects for new students using the collections.
  7. I need more learning and more reading, but now I have a direction to go in.
  8. I hope to use some of these techniques in my doctoral research.
  9. I developed a project in preparation for the last session's student presentation period that I will certainly continue at my workplace.
  10. I plan to spend more time orienting myself to the programs we used and playing with the coding files and data provided. Then I will construct my own corpuses and data sets that I might use to run similar operations with the goal of doing productive work for my own research.
- 7) *Please briefly describe the intellectual level of the course. What sort of person might benefit the most from taking it?*
1. I think this course is best for people who have a project in mind, or better yet, one in development, that can benefit from the tools and/or techniques introduced in the class.
  2. {no response}
  3. {no response}
  4. We had a wide variety of skill levels in the class. I think that even those new to digital exploration could manage, but might feel a bit lost now and then.
  5. A) (Cataloging) librarians, and B) academics (grad students and faculty) working with large sets of data.
  6. A person who would like to stay up-to-date in scholarship or librarianship would want to take this class. Also researchers.
  7. Someone with knowledge of/a background in computer programming, although bibliography is a plus.
  8. People who are new to digital humanities will probably learn the most from this survey. It definitely helped to already know the command line (even though instruction on this is included in the course).
  9. The level was directed to those with considerable comfort with coding and a variety of software outside Office Suite. The professors ably assisted the strugglers. But more background would have been good to have.
  10. People with coding background were certainly able to gain a more in-depth understanding of certain operations, but even without such experience, students will begin to gain a familiarity with tools and techniques, and enough familiarity with coding to be able to approach potential collaborators.
- 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. {no response}
  2. {no response}
  3. {no response}
  4. I simply cannot believe what can be done with these skills. I saw it happen in front of me, and I still can't believe it!
  5. {no response}

6. Some websites/programs where the methods have been put into practice.
7. Learning about all the new digital tools was really exciting.
8. TOPIC MODELING—often used, little understood, and I will be grateful to CS and BP for doing such a wonderful, deep dive on the subject!
9. {no response}
10. {no response}

9) *How could the course have been improved?*

1. Working on pre-approved projects throughout the week might have made the class more productive/immediately relevant.
2. Shorten the file paths, BP! Otherwise, the class was fabulous. We should perform all tasks in the guest machine.
3. {no response}
4. I only wish it had been longer; it's impossible to learn enough about these techniques.
5. Stricter time management in final, individual presentations on future (research) projects. (Perhaps just allocate an extra half-hour for this unit.)
6. There are a lot of small details and coding strings. It would be great to have the coding typed out. That way it would be easier to double check and retry.
7. Some things went so fast that if there was a problem, or you missed a step, it was easy to get lost and confused.
8. A) Encouraging pair programming, allowing folks to work in pairs if their machine isn't behaving; B) Lesson/workflow recaps—it's helpful to, at the end of the day, zoom out and contextualize the day's various vignettes into a larger workflow.
9. A more specific reading list about the software and techniques used in the class. A more detailed outline to help guide the students through the exercises.
10. I would have been interested to learn more about digitization itself, and focus on what scholars have been able to do with different imaging possibilities to approach material aspects of books/prints/manuscripts with digital tools.

10) *Do you feel that you got your money's worth? Would you recommend the course to others?*

1. I did! I would!
2. Yes; also, yes.
3. I would recommend the course to others. My institution spent its money wisely in sending me here. They will reap the rewards.
4. Absolutely!
5. Yes, and yes.
6. Yes. Would only recommend based on a person's interests.
7. Yes, and yes.
8. Yes, and yes!
9. Yes. Yes.
10. Yes; I would.

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

1. N/A
2. Yes, we visited SC where I fulfilled a career-long desire of trying a Hinman Collator.
3. Yes, the trips to SC and to digitization services were informative and really fun.
4. Excellent trip to SC, to see a Hinman Collator (wow!), and to learn more about the scanning process.
5. Yes (to SC in the next building).
6. We did a trip to UVA's SC. It was interesting, and it was good to get out of the room.
7. Yes, visiting SC was a great experience.
8. I really enjoyed our visit to SC. Awesome to see the collator and comparator, and modern image digitization shop!
9. Yes. The trip to the scan lab made the point that digitization processes play a large role in digital humanities.
10. Yes, I particularly enjoyed {Student didn't complete the comment.–RBS staff}

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. Both events I attended were good uses of my time.
2. {no response}
3. Yes, the events were great, and connected me to many interesting people. Also, they made the experience of the course feel warm and communal.
4. I missed the film offerings this session.
5. Yes. A nice balance of scheduled activities and free/flexible time.
6. I enjoyed all of them. I found the comic book exhibit to be of most interest.
7. Yes, Monday's lecture was fascinating. The Rotunda tour was so crowded I didn't really see anything.
8. I enjoyed the lectures and the opportunities to socialize. It did feel very communal and people were always willing to explain bibliographical concepts I did not understand.
9. Enjoyed the Monday lecture very much.
10. {no response}

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

1. Familiarize yourself with the general digital humanities landscape before even starting the pre-course readings.
2. No.
3. Do it.
4. Don't be afraid—if I can learn this, so can you! Just do it.
5. The instructors did an excellent job making sure that there was IT support for everyone. I am very impressed with the course design, especially in such a short, five-day time frame.
6. No matter what they say, practice coding a bit before you attend the class.
7. Do more background reading on anything you aren't already familiar with.

8. Update your operating system before coming. Do a command line tutorial—class will be smooth sailing!
9. {no response}
10. Don't be intimidated! The instructors are very kind and patient. Certain times will be a little slower (like when no one's programs are working), but overall I had a very positive experience and learned a lot.

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

1. Brilliant as always!
2. "A marathon at a sprinters pace—very frenetic."—no exaggeration!
3. It was lovely.
4. Digital humanities blows my eighteenth-century mind!
5. Knowledgeable instructors, meticulous staff, verdant surroundings.
6. It is a challenge but always worth it. Also, you learn vast amounts from classmates.
7. 10/10. Would come back.
8. Kind community of thinkers use unruly computers to answer BIG questions; don't answer questions, but learn a lot anyway.
9. {no response}
10. {no response}

### **Student Data**

*Number of respondents:* 10 (of 11)

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

My institution/employer gave me professional leave time: 4 (40%)

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

I am a student or non-year-round employee, with a more flexible summer schedule: 4 (40%)

*Who paid your RBS tuition costs?*

I paid 100% myself: 1 (10%)

My institution/employer paid 100%: 5 (50%)

I used a scholarship/fellowship to pay/waive 100%: 4 (40%)

*Who paid your RBS housing expenses?*

I paid 100% myself: 6 (60%)

My institution/employer paid 100%: 3 (30%)

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

*Who paid your RBS travel expenses?*

I paid 100% myself: 5 (50%)

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

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

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

**Library disciplines:**

Cataloger/metadata librarian: 2 (20%)

Curator: 1 (10%)

Special collections librarian: 2 (20%)

**Student working toward a/n:**

Ph.D./D.Phil: 2 (20%)

**Professional educator:**

Lecturer/adjunct: 1 (10%)

Assistant professor: 2 (20%)