

## **Narrative Evaluations**

- 1) *Do you have any practical suggestions for improvements to RBS's online logistics?*
  1. Maybe there is a way to use something else than email for the communication during the course. It can get pretty messy with the work email and everything in one inbox.
  2. No.
  3. Everything went very smoothly! The instructor's document camera was a great asset. Most instructors did this, but it would be great if all instructors wore headsets when they spoke.
  4. Perhaps, there could be an alternative to gather town.
  5. I think in our group we could have had more hours per day. It is good to have 45 minutes to one hour sessions and some breaks, but I think we could have had 30-45 minutes extra per day. Another suggestion would be to warn people that the reading will be provided, I had already ordered two books via inter-library loan, so I could saved that.
  6. To be honest I've taken a plethora of online courses since the pandemic started, and this is the most well-run course I've attended in that time. Awesome work!
  7. {no response}
  8. More practice with the document cameras and ease with Zoom would have helped with lectures and saved time.
  9. {no response}
  10. Everything went really smoothly. I really appreciated the guides that the staff compiled and shared. The course instructors also did a great job making all information, readings, syllabi, materials for activities available in a google drive. Gathertown is great in theory, but I don't think we used it much for socializing.
  11. No.
  12. I thought the inline logistics were very well thought out and executed.
  13. Zoom format worked just fine, and I thought the break out room open to all the classes was a great idea.
  14. {no response}
  15. No
  16. {no response}
  
- 2) *How would you describe your encounters with RBS staff?*
  1. Very welcoming, helpful, pleasant.
  2. Great.
  3. Fantastic! Very helpful!
  4. Staff are always very courteous and helpful.
  5. Fantastic, everybody was so kind.

6. Very positive, emails were answered quickly and all the staff I spoke with in Gathertown were friendly and approachable.
7. {no response}
8. They have been helpful.
9. Very professional and helpful.
10. Friendly, cordial, kind, helpful, as always.
11. Positive.
12. Fabulous, they were very supportive. Even online for my first course I got the sense of a real community.
13. Instructors were all helpful when it came to logistical support. They were all knowledgeable and engaged when it came to instructional support.
14. {no response}
15. Very professional, friendly and helpful.
16. {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. {no response}
2. {no response}
3. I attended the optional lecture which was great. I appreciate the option for an online reception. I personally feel pretty burnt out on screen time, but it's great that it's an option. I didn't attend the opening reception since it was on a weekend but I will try to attend the closing reception.
4. Yes, I enjoyed Alex Hidalgo's lecture.
5. Absolutely, the lecture was great and it was so nice to be able to chat with colleagues from other courses.
6. I loved the events in Gathertown, I made some amazing connections and had really interesting conversations with people in other courses. Those social events really added value to my RBS experience.
7. {no response}
8. The time was not ideal, since I have a family and the events were during our dinners.
9. I
10. I attended the lecture by Alex Hidalgo. I would have liked to attend receptions, but was unable to due to other responsibilities. I think in part because the lecture topic was aligned with my course topic, it was really important to shaping the questions I thought about during the week.
11. N/A
12. The evening reception on the last day was really great. Gather town was fun and worked well.
13. I wasn't able to attend the evening event, though I am glad to see that they are recorded on the RBS Youtube channel. Looking into the event that I missed during my class introduced me to this great resource.
14. {no response}

15. {no response}
16. {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. good selection of readings. Wouldn't change them.
2. Yes.
3. We didn't have pre-course readings. But in general I thought the readings were relevant and interesting. I really appreciated the Mignolo and Nebrija readings as they concretely laid out how print was a tool of colonialism. I loved learning about khipus.
4. Yes, the pre-course reading assignments provided a comprehensive foundation to the course and were well paired with the lectures.
5. The assignments were very useful. I thought the texts from Elizabeth Hill Boone helped to situate the context of codices for history as a discipline.
6. {deleted response}
7. {no response}
8. I enjoyed some of the readings, but felt that there is room for improvement. Assigning more diverse and recent articles would give everyone a better idea of the current state of the field. Reading chapters from 40+ years ago was not the best use of my time.
9. Yes, the readings were useful though I think there may have been too many, since we weren't able to travel onsite this year (and, thus, fully get away from regular work duties).
10. Incredibly useful readings. The readings were really well chosen to correspond to the lectures and activities for each day. The sequencing was also really well done, in that each day's readings built on and complicated what we learned the day before. I'm excited to have this library of materials and references to turn back to in the coming years as I work to integrate what I learned into my own courses.
11. The pre-course readings assigned by the professors were very useful to me as someone with minimal knowledge in Spanish America.
12. The course readings were really useful.
13. I got a lot out of the pre-course assignments. I felt much more prepared to engage with the new material and felt like I had the tools necessary to add to the conversation during break-out activities.
14. {no response}
15. I liked the pre-course list and am still going through it!
16. Readings were excellent, extensive, and supplemented with additional bibliographies. I made a hardcopy textbook of the readings to assure that I have access to them moving forward!

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. It was a good refresher and I learned a few new things. I would have preferred to have more interactions with other students in the class, and more hands-on activities.
  2. Yes.
  3. The materials are a great reference!
  4. Yes, the course workbook was very useful and helped to reinforce materials covered in the lectures.
  5. I think the workbook and materials were helpful for each day of the week. In fact a couple of readings shed light on an issue I was struggling for my dissertation, so I will definitely read more by those authors.
  6. {deleted response}
  7. {no response}
  8. That made sense for the themes of the lectures.
  9. Yes, I found the material to be very well-organized and presented.
  10. Also excellent. I loved the exercise in which we learned how to “read” a Mayan divinatory almanac. Very much deepened my appreciation for the ways that the Mayan codices encode mathematical, astronomical, and cultural information, as well as for the cross-cultural complexities and power dynamics involved in Spanish and indigenous interactions in New Spain.
  11. I plan to return to the class powerpoints and some of the workbook activities to either refresh my memory or to practice some of the activities (such as reading the Mayan calendars) on my own.
  12. The workbook and other working content was really well considered and were an enriching part of the course, especially the in-laws activities.
  13. I got a lot out of the readings and was really happy that all of them were provided online. It was also helpful to have access to the digital renderings of the original documents to be able to spend more time getting to know them. I found this to be important since we weren't able to experience things first hand.
  14. {no response}
  15. Course workbook and syllabus didn't often match up.
  16. Yes!
- 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. no aha moments but it was a useful refresher. I did like Rachel's group activity and might adapt it for my teaching.
  2. This course was useful in imagining exercises for my own classes using special collections and archival material.
  3. I would like to invite a scholar on khipus to speak at a Bibliographical Society of America event.
  4. I plan to use the knowledge gained from the course to teach both undergraduate and graduate students in the use of primary source materials. Yes, there were plenty of "aha!" moments especially during the presentations and readings on book censorship in "New Spain", the Mesoamerican codices, and the use of khipus for confession!

5. Yes, the course and readings helped me to better understand non-alphabetical textual technologies and this knowledge will be applied in a couple of the chapters of my dissertation.
  6. {deleted response}
  7. {no response}
  8. Mostly for courses I teach. I learned the most about the publishing process and khipus.
  9. I plan to use what I've learned in my outreach and teaching; it'll be especially useful in developing exhibits.
  10. I'm planning to use what I learned to help design a co-taught undergraduate introduction to the global history of the book at my institution. One key aha! moment for me came in the session in which we studied the prefaces to books printed in colonial New Spain--I had not grasped before how complex the print process was in this context, and I thought this exercise was really well designed. I also had not understood how different the historiography of history of the book in the Americas was from the strictly European historiography I am more familiar with. I feel like this course really gave me the tools to pursue further study of indigenous text technologies and literacies in Spanish America and to build discussion of indigenous American textualities and literacies into my teaching.
  11. I plan to incorporate what I've learned into my knowledge base for working with student researchers. The readings and resources the professors compiled, plus a shared document created by the class will become a foundational resource collection that I can turn to when working with students studying recorded cultures in Spanish and Indigenous America.
  12. This has opened up an entire new world of study for me.
  13. All of the "aha" moments I had were really stemming from the personal connection to the original documents. I can only imagine how many more would come from seeing them in person!
  14. {no response}
  15. {no response}
  16. {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. The instructors did a great job. I kind of wished we had more time or focused more intensively on specific topics.
  2. Yes.
  3. I thought the instructors did an amazing job adapting this course for an online format. 10 hours is an impossibly short amount of time to learn in-depth about a subject but this was a fantastic introduction. All the instructors were extremely knowledgeable and approachable.
  4. Yes, the course exceeded my expectations. The instructors are experts in their fields and were able to convey both rich and clear content.

5. Yes, the instructors were helpful and extremely kind and we managed to grasp an overview of the various textual technologies coexisting in colonial Spanish America.
6. {deleted response}
7. {no response}
8. The classes were very rushed and probably should be full days in the future. More time would have made a huge difference, since the instructors are very knowledgeable.
9. Yes, the instructors did a wonderful job of answering our questions and making sure they covered all that was promised. I did learn what I expected to learn.
10. Yes, very much so. Each instructor had a depth of expertise that complemented the others, allowing us to see how Spanish, Nahuatl, Mayan, and Incan conceptions and uses of text technologies differed and how they interacted in New Spain. The work these instructors did in their team teaching was exemplary—they were generous with their time and expertise, thoughtful in their responses to students' questions, and enthusiastic about the material. They also acknowledged the limits of what is known and what remains to be researched, which I really appreciated.
11. Yes. I also really appreciated the expertise of my classmates who contributed knowledge of particular codices, printing logistics, language, and cultures.
12. Absolutely! I'm going to be on a reading tear all summer.
13. I do feel like I learned what I'd hoped I would. Great choices of readings... selections that were both broad and introductory and highly specific.
14. {no response}
15. {no response}
16. The course took me in different directions than I had anticipated; it corrected a variety of vague misconceptions I had and pointed me in new, much more fruitful avenues for research.

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

1. More activities, more interaction/discussion - less lecture-style. Otherwise excellent.
2. {no response}
3. I would've liked to see more materials with the document camera but I think the time was more of a limitation than anything.
4. I wish we had more time but I would not have been able to afford a higher tuition tied to a longer course. Nevertheless, I hope that RBS will continue to offer this particular course and add other courses on textual technologies from various parts of the world.
5. I would have liked to have some extra minutes for discussion, although I understand it is very tiring to be in front of the screen for long.
6. {deleted response}
7. The instructors should assume some shared knowledge among the students and avoid the basics (Columbus, Nebrija). "

8. Decolonial concepts, and just more acknowledgement of Indigenous peoples would have made a huge difference. I encourage the instructors to Indigenize their coursework for future iterations of this class.
9. There was a brief use of a document camera to view an item we had previously analyzed online; I think this was great and wish they had incorporated it each day. Perhaps highlighting one item "live" per day would have given that 'feel' of being onsite. Unfortunately the camera was a bit shaky, but perhaps that can be fixed for future courses so they can still benefit from all the other aspects of having a document camera.
10. I am so excited for this course to be in person--the only thing that could make it better is if we had more time to discuss everything and could work with the materials we saw on the doc cam in person.
11. No. I believe the professors did a great job of adapting to online learning. Given how well this class worked online, I think it will be absolutely brilliant in person.
12. {no response}
13. Can't wait to come visit New Orleans!
14. {no response}
15. {no response}
16. It would be great to have all the readings available a week in advance. Likewise, an extra hour to hour and a half of seminar time each day would allow for freer discussion.

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

1. {no response}
2. {no response}
3. Latin Americanists, people who work with colonial Latin American collections, rare book librarians,
4. Archivists, curators, faculty, students, and special collections librarians and staff who have an interest in Latin American collections will benefit from this course.
5. Students working on colonial Spanish America as well as librarians and teachers of book history.
6. {deleted response}
7. {no response}
8. Grad students.
9. Anyone who works with Latin American textual technologies and would like a refresher or basic introduction to them.
10. Librarians working with Spanish American materials; graduate students and faculty researching in this field; any educator or instructor who wants to expand/diversify their approach to teaching book history.
11. Anyone who is interested in the recorded culture of Spanish and Indigenous America.
12. Students of literature or other cultural history that might not find this line of study otherwise.
13. Librarians, linguists, artists.
14. {no response}

15. Any Latin Americanist Studies Librarian with less colonial history/book publishing background.
16. Scholars who want to expand their expertise, librarians, book dealers, grad and advanced undergrad students

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

1. yes
2. Yes.
3. Yes
4. Yes, absolutely.
5. Yes.
6. {deleted response}
7. {no response}
8. No.
9. Yes.
10. Yes, definitely.
11. Yes.
12. And then some! The instructors clearly put so much into the course.
13. Yes!
14. {no response}
15. Definitely
16. Absolutely--it was a splendid course.

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

1. 10
2. 10
3. 10
4. 10
5. 10
6. 10
7. 3
8. 3
9. 10
10. 10
11. 10
12. 10
13. 10
14. {no response}
15. 10
16. 10

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

1. yes

2. {no response}
3. I really appreciated the article author as guest speaker!
4. Yes, the presentation and conversation with John Charles about khipus was very interesting. Students had ample time to ask questions and engage with the speaker.
5. Absolutely, we had a surprise guest speaker which was amazing.
6. {deleted response}
7. {no response}
8. One guest speaker. Again, a longer class would have helped.
9. We did have one guest speaker who wrote one of the articles we were assigned; that was a nice touch, though our discussion time got taken up by that one speaker rather than discussing the other articles (better time management would be appreciated).
10. Yes, we had a guest speaker, the author of one of the articles we read. This took the form of a conversation--it was incredibly helpful. We also studied some books in the Latin American Library Collections using the doc cam. It was great to see these books "in person"; this element of the course would only be better if the course were in person, which it couldn't be this year.
11. Yes, we peppered our guest speaker, Dr. Charles, with questions about khipu and I think we could have continued that conversation for hours.
12. Absolutely.
13. Really loved having our visitor on the last day there to give extra insight to the article he wrote.
14. {no response}
15. {no response}
16. n/a

*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. Doing it in-person would be all the more rewarding!
4. The Tulane colleagues taught a solid course on Hispanic Textual Technologies. The readings and presentations matched well. The instructors were well prepared and created an ideal environment for learning.
5. {no response}
6. {deleted response}
7. {no response}
8. {no response}
9. Be prepared to cover a wide breadth of material, it can feel a bit overwhelming at times, but as the week progresses you'll feel better equipped to engage with those materials in the long term so it's totally worth it.
10. {no response}
11. Come and enjoy! If this is a new area for you, definitely plan to make time for the class readings.

12. These three instructors each brought something to this course that made it just such a rich experience. I wish it were a semester long course.
13. {no response}
14. {no response}
15. Taking this course at Tulane to see what they discuss would be fantastic!
16. Do it, for goodness sakes!

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

1. Excellent!
2. Great.
3. Educational with a great community feel!
4. My first RBS course was wonderful!
5. {no response}
6. {deleted response}
7. {no response}
8. Okay.
9. Wonderful instructors and fantastic peers; this would have been even more amazing in-person, but I appreciate all the thoughtfulness and care the instructors took to make it an engaging experience online.
10. {no response}
11. Brain expanded, perceptions widened.
12. One of the highest quality educational experiences I've ever had (and I've been to some schools!).
13. Reading lights fires / Spaces opened from within / luminous pages
14. {no response}
15. I had an enjoyable time expanding on topics I only knew slightly.
16. Spanish-American Textual Technologies / Sounds like a mouthful but is actually a colloquy. / Excellent in conception, execution, and content, / It will leave you with better questions, new directions, and not at all despondent.

## **Student Data**

*Number of Respondents: 16 (of 21)*

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

1. My institution/employer gave me professional leave time.
2. My institution/employer gave me professional leave time.
3. My institution/employer gave me professional leave time.
4. My institution/employer gave me professional leave time.
5. My institution/employer did not give me professional leave; I used vacation or unpaid leave days.
6. My situation does not fit any of the options above.
7. I am a student or non-year-round employee, with a more flexible schedule.

8. My situation does not fit any of the options above.
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12. My institution/employer gave me professional leave time.
13. I am a student or non-year-round employee, with a more flexible schedule.
14. My institution/employer gave me professional leave time.
15. My institution/employer gave me professional leave time.
16. My institution/employer did not give me professional leave; I used vacation or unpaid leave days.

*Who paid your RBS tuition costs?*

1. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
2. My institution/employer paid 100% of my tuition costs.
3. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
4. My institution/employer paid 100% of my tuition costs.
5. I paid 100% of my tuition costs myself.
6. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
7. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
8. My institution/employer paid 100% of my tuition costs.
9. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
10. My institution/employer paid 100% of my tuition costs.
11. My institution/employer paid 100% of my tuition costs.
12. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
13. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
14. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
15. My institution/employer paid 100% of my tuition costs.
16. My institution/employer paid 100% of my tuition costs.

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

1. This is my first course.
2. This is my first course.
3. This is my first course.
4. This is my first course.
5. This is my first course.
6. This is my first course.
7. This is my first course.
8. This is my first course.
9. This is my first course.
10. 3
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. This is my first course.

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

1. Library discipline: Special collections librarian
2. Library discipline: Other
3. Library discipline: Digital collections librarian
4. Library discipline: Archivist
5. Student working towards a/an: Ph.D./D.Phil.
6. Library discipline: Other
7. Student working towards a/an: Ph.D./D.Phil.
8. Professional educator: Assistant professor
9. Library discipline: Special collections librarian
10. Professional educator: Lecturer/adjunct
11. Library discipline: Subject specialist/bibliographer
12. Student working towards a/an: M.A./M.S.
13. Student working towards a/an: M.F.A.
14. Library discipline: Archivist
15. Library discipline: Subject specialist/bibliographer
16. Professional educator: Associate professor