

Narrative Evaluations

- 1) *Do you have any practical suggestions for improvements to RBS's online logistics?*
 1. Gathertown is cute, but it's too much to expect people to spend more time online after three online class sessions per day. It was a fun experiment but maybe not worth keeping around.
 2. {no response}
 3. {no response}
 4. {no response}
 5. {no response}
 6. Honestly, this was an incredible course, and one of the best online courses I have ever taken (and after this year, I've taken many!
 7. I didn't use the Gather space—we didn't have time, and I think most of us were communicating by email or Zoom. I really appreciate the effort that went into setting it up, but it wasn't mentioned in my course and I think we could have done without it.
 8. The online logistics were very clear. The communication was courteous, timely, highly professional, and very informative. We received all materials pertinent to the course on time, which allowed time to do the readings and come up with questions we could ask the instructor in class.
 9. The online logistics were flawless. Kudos!
 10. {no response}
 11. {no response}
 12. I think it went incredibly smoothly given the circumstances! I would just say that doing technical/coding stuff was not as easy as it would have been if we were all just working on our laptops together, and it was somewhat difficult to troubleshoot, but other than that it was great. I'm not sure what can be done to change that—maybe we could have gone into small breakout groups to help each other troubleshoot?
 13. {no response}
 14. None that I can think of!
 15. Not really. I thought it all worked very smoothly.
 16. I love the online format and hope it continues in the future, as it tremendously increases accessibility (and affordability, which is essentially the same thing for a graduate student.
 17. {no response}
 18. Please continue to use a variety of platforms for outreach, such as email, the RBS website and social media were all ways that I found out about this class.
 19. {no response}
 20. No.

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

1. RBS staff are uniformly wonderful.
2. Camille Davis was absolutely fabulous! She was excellent with technical support and provided insight about our discussions as well!
3. Nice and professional.
4. It has mostly been through email, but everyone I heard from was pleasant and helpful! Camille Davis, my section assistant, was fantastic.
5. Helpful, kind, encouraging, nothing but positive!
6. All so wonderful. Camille Davis was our RBS point person for the class and she did an incredible job, so helpful, proactive, and kind. I also interacted with several other RBS staff members (Barbara and Laura I believe) while coordinating my fellowship, and they were equally helpful and wonderful.
7. You're fabulous. You walk on water and leave no wet footprints. Thank you for all your help!
8. Excellent. Camille Davis was a superstar: continuously providing resources in the Zoom chat, creating resources as needed, anticipating and solving any issues.
9. Highly professional, from start to finish.
10. {no response}
11. All encounters were excellent, especially with Camille Davis, who assisted our class.
12. So, so, so wonderful. I really, really appreciated both LFD and Camille Davis's enthusiasm and interest and knowledge!
13. Kind and helpful.
14. All wonderful!
15. Exceptional. Everyone has been incredibly helpful.
16. The staff has been incredibly helpful and contributed a ton to the class.
17. {no response}
18. My encounters with RBS staff were very positive. RBS staff were always friendly, personable, helpful and accommodating to everyone.
19. Camille Davis, who was the session assistant for our class, was absolutely lovely. Calm, friendly, helpful I did have some trouble with being dunned for payment. I was a late applicant and admitted late. With my institution paying my way, there were the delays one expects from an academic institution's accounting office. All that is fine - but I wrote and said who was paying and what the likely outcome was, and I still got grouch-o-grams about the deadline.
20. My encounters with the RBS staff have been beyond pleasant. They are cheerful and very helpful.

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 was not able to attend as I reside in a different time zone (CET). However, I believe the optional events would have been a great use of my time.

4. {no response}
5. {no response}
6. If our class had been in person, I would have loved to join the optional evening events, but I can only do so much online time, so I declined to attend.
7. I would have liked to have had a little more lead time to know that I would have to be available Saturday and Sunday before the seminar and on the Tuesday night during the seminar—I had to do a lot of fast juggling.
8. I only attended one of the Gather.town events on Sunday. Unfortunately, one of the downsides of doing daily Zoom for a full week is being too tired to attend any social events after class. It's a pity as I would've loved spending time meeting more people, especially my classmates.
9. {no response}
10. {no response}
11. I attended the Tuesday evening lecture. It was absolutely incredible and I thought it was an excellent use of my time as it related to more than one area of my curation in special collections, as well as my personal interests. I wish there was a book on this topic. I would buy it!
12. n/a
13. {no response}
14. N/A
15. Yes, although the lecture didn't really feel like part of the 'RBS experience' because it was just like attending any other webinar.
16. I certainly would have, but I was in the process of moving during the last week so I was unable to attend.
17. {no response}
18. Yes, they were helpful for getting to know others outside of class time on Gather.town. It was great to get to chat with students and staff, especially students in other classes.
19. {no response}
20. {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. {deleted response}
2. {deleted response}
3. {no response}
4. The advanced reading was comprehensive and useful, well-suited to the nature of the course.
5. Yes! I would love to have some paleographical and bookbinding resources as optional readings (or added to Dr. Davis' resources blog post).
6. Yes! Very useful and informative.
7. Yes, I think they were. I might suggest that in future you add some videos like the Getty's introduction to parchment preparation and how medieval manuscripts were bound, so that the really new folks had some sense of what these processes were like—I think it would have helped them feel a little more grounded in terms

of the lectures. There were some references made to the reading in our course lectures, but there wasn't a lot of tie-in—it might have been nice to find a way to connect the two kinds of work a little more explicitly. And it might be a good idea in future to do some "how to" videos (how to use Github, how to create a manifest, &c.) so that people could pre-view and also re-watch as we worked through these steps.

8. The assignment readings were really useful, yes. I really liked the blog posts: they were easy to digest, especially for the beginner!
9. All of the readings were extremely relevant. Since paleography and codicology were new subjects for some, perhaps suggested optional readings for these specific topics.
10. The pre-reading reading assignments were correct.
11. Although I am a curator of a rare books collection I do not have an expertise in medieval manuscripts. We have a few in our collection and I was very interested in learning more about them. I was inspired to take this course because I attended the instructor's webinar last year. For the first time I was able to envision projects using our manuscripts and fragments so when I saw the course I signed up. The pre course readings were very helpful and they provided a good preliminary look into the topic.
12. Yes, I found the readings to be very helpful in establishing a shared background knowledge among the class. I'm wondering if there are any readings on paleography that could be added? Our class ended up talking a lot about that, but people had uneven experience with it as a field.
13. {no response}
14. I found all of them were useful, more would have been a bit overwhelming I think. The pre-course readings definitely prepared me for the conversations that we had during the course. I like that I was able to collect a bibliography of sources as the course went on for future reading as well. I had a better sense of what would be useful to read and for what purpose that way.
15. The pre-course reading assignments laid out the state of the field, history of the discipline, and broader historical contexts perfectly. I don't have a suggestion for further reading, but I think it would be helpful to have the reading arranged thematically rather than strictly alphabetically: it felt somewhat difficult to know where to start but it did feel like there was an order in which the readings should be completed to get the most from them (e.g., Gwara's article was pretty tough going but made sense once I understood the state of the field).
16. Yes! I would read anything LFD told me to read.
17. {no response}
18. Yes, the pre-course reading list was very useful!
19. {deleted response}
20. The precourse reading for Davis' Fragmentology course were great for introducing the topics at hand.

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. {deleted response}
2. {no response}
3. The material was and will be very helpful!
4. LFD showed us several (free!) online resources that are crucial for the study of fragments, as well as several useful book recommendations.
5. Fantastic! I'll definitely come back to the reading materials and resources shared during class, not just for my own research but for colleagues and my own instruction.
6. So much of this was hands-on, and that was so helpful. Honestly, I think it's the best way to learn about manuscripts. All the activities we did were incredibly useful to me in terms of both fragmentology specifically and also my wider understanding of manuscripts.
7. Extremely useful. Instructor paid for IIIF image hosting herself so that we could upload and play with images. Tons of bibliography being shared right and left, and students were as generous as the instructor was with access to resources.
8. There was not a workbook, but the instructor and SA distributed resources accordingly via chat and email, and all resources are super useful. My browser is currently holding a million tabs open with all the resources we received and that I bookmarked.
9. All materials were highly relevant and useful.
10. The online research resources presented by the instructor will be useful for future work on fragments. The students also shared a large number of phenomenal bibliographical references and resources.
11. The course workbook and instructions were very useful. I referred to them often.
12. Absolutely! I also appreciated Camille compiling student-shared resources in a Google Doc – I know I'll refer to that after the course as well.
13. {no response}
14. The content was and will absolutely continue to be useful! In our particular course, Camille did a wonderful job of compiling materials and resources as we went along as well, and making sure that we knew where to find everything if we wanted to come back to it. She and Dr. Davis made for an exceptional team. I learned a lot not only about Fragmentology but also about remote course pedagogy from both of them.
15. One of the major benefits of the online format is that it enabled us to crowd source resources relevant to the study of manuscript fragments. Many of these were new to me and will become part of my research practice. The handouts LFD created were also very, very useful and I know I will refer back to them time and time again in the future.
16. Excellent. Lots to add to my book study kit.
17. {no response}

18. These materials distributed in class were incredibly helpful! I will definitely continue using the resources from this class in my professional and personal projects.
 19. {deleted response}
 20. LFD provided several resources during the course of the week that were also very helpful. I will keep them forever, and if I ever teach, I would pass along the same resources.
- 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 response}
 2. {deleted response}
 3. The new knowledge provides new perspectives to my PhD project.
 4. This course was a jolt of energy and inspiration! Learning about my classmates' fragmentological experiments gave me a chance to analyze bindings, paleography, and illumination. I will use what I've learned to investigate other fragments in both manuscript and print.
 5. More instruction and outreach with our fragments! I'd love to get Mirador or another IIIF viewer into a future content management system—I can see it being useful for my library's fragments but also a lot of other visual resources, and learning how to use it made me more confident about being able to advocate for stronger/more interactive digital humanities resources.
 6. So many aha moments! Definitely new project plans! I'm so excited to learn more about my fragment. I also made great connections to other scholars and am hoping to work with them in the future.
 7. The entire week was an "aha!" moment. I'm going to be working on continuing my research and hope to post the results on Fragmentarium; one of my fellow seminar-mates and I are planning to collaborate on part of it.
 8. One of my Fragmentology classmates and I are interested in transcribing and translating some leaves of a bible with comments. I, for one, have learned lots about Otto Ege and hope I can work again with some of his fragments! I will also get myself to practice more Latin palaeography. The class really inspired me to return to work with medieval books; I feel so much excitement and passion with all the information I've learned from the class!
 9. My project will continue as planned. What was helpful is the thorough framework examining all aspects of fragmentology, the practice with digital fragmentology, and seeing how all of the skills come together.
 10. {no response}
 11. I did walk away with "aha" moments. Every time I have attended Rare Book School I can't wait to return to work to put what I've learned into practice. I have already formulated plans to tackle upon my return. I plan to survey the collection to see if there are hidden fragments I have yet to discover, create an inventory and draft a page or libguide for the website, among other things.

12. I definitely have some new project ideas! There are several other fragments in our collection that I want to investigate. I'm also planning on teaching with additional fragments with undergrad classes next year.
 13. {no response}
 14. So many "aha!" moments! The course confirmed that I'd like to work more with manuscripts. There are so many wonderful details and stories and technologies to explore. I plan to use the skills that I acquired in my research, but I also hope to be able to continue to use them professionally.
 15. Fragmentology provided me with new skills (working with IIF images and Mirador) that I will certainly use in my research and teaching going forward as well as new knowledge (about in situ and ex situ fragments, the manuscript trade, single-leaf fragments, the history of fragments &c.) that will inform my work in two ways. First, it will mean that whenever I study a manuscript in the future I'll attend to any fragments contained within it and not ignore them as an inconvenience, which was my practice before the course. Second, if I teach a course or unit on medieval manuscripts or the history of the book I will definitely include discussion of fragments and the modern-day fragment trade. This is also something I wouldn't have done before this course. Fragmentology has enabled me to see how crucial fragments are to manuscript studies.
 16. My project essentially came to life during this course, and I will be using all of the skills I've acquired in the future.
 17. {no response}
 18. My course's overview of manuscript fragments, bibliography, paleography, codicology, medieval history, the Bible and liturgical books will be useful for my professional work as a librarian. I hope to use the skills I developed from this class using IIF and Mirador to someday create digital exhibitions of manuscripts.
 19. Between the resources we learned about and our practice with them, I came away with new and important information about several of our holdings - and with the knowledge and desire to sort out more of our mysteries.
 20. I will continue researching both manuscripts and fragments, however, I am walking away with a much fuller understanding of reuse of fragments and a better tool kit for identifying texts using online resources I never knew existed. I also have learned how to use online tools to create better catalog information and to implement Digital fragmentology.
- 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. {no response}
 2. This course exceeded my expectations. The instructor was incredibly knowledgeable about the subject, and always willing to help and answer my questions! I learned so many skills and methodologies through the course lectures, discussions, and presentations! I feel much better equipped to research using fragments, describe them accurately, and draw connections among them.
 3. There were some unexpected, very interesting and useful sections.

4. Yes! LFD's experience and knowledge was priceless, and she was very generous with it.
5. Yes, and more!
6. LFD was ~A.M.A.Z.I.N.G.~. So incredibly knowledgeable (I am in awe of her), but also so kind, so enthusiastic, really shared her passion with us and invited us to keep learning. She set a wonderful tone of exploration and discovery and appreciation and joy. I am new to manuscript studies, but I never felt like I didn't belong in the room thanks to LFD's approach, and also to my very wonderful classmates. So grateful to you LFD!
7. Yes, yes, yes! I need to practice more with all the software, but I really feel a lot more empowered to go forward with the research I began this week!
8. YES. I learned more than I hoped for. I learned so much about bindings and also realized I know more than I give myself credit for.
9. LFD was fantastic. Every expectation was exceeded. I wish that we could have spent more time on paleography, but understand the limitations of time.
10. "I certainly acquired a general overview of the challenges of working on fragments and the possibilities afforded by digital tools. However, the contents were more basic than what I expected and I would have appreciated a more in-depth treatment of areas such as tracing provenance or finding concordances.
11. Yes indeed, the instructor fulfilled all that was promised. It was an intensive week and I spent a great deal of time in the evening on homework, but it was well worth it.
12. Yes, I believe so! In other ways, the course revealed huge gaps in my knowledge that I didn't even know existed...
13. Yes and yes.
14. Dr. Davis was wonderful! Keeping a class engaged on Zoom for such a long period of time is difficult but she definitely kept our attention. Her expertise is a given, but she also just had so much enthusiasm for the material and for the thoughts and questions that everyone brought to the table that each day flew by. She (along with Camille) did an amazing job of cultivating an environment that was collaborative and supportive, and that catered effectively to a broad range of expertise. It was honestly a joy to share the virtual space with everyone. The course was well structured as well—all the presentations were accessible and hit the right balance between informative but not overwhelming. I wasn't sure what to expect from the course but came away having learned much more than I anticipated.
15. I learned a lot more than I hoped or anticipated. It's clear that IIIF and Mirador are the future of digital manuscript studies and so I am incredibly grateful that this course taught me the basics about how to use them. In addition I've gained a practical, portable method for analyzing medieval manuscript fragments.
16. Yes, and more. SO MUCH MORE!!!!!!
17. {no response}
18. Honestly, I learned much more than I could have imagined before taking this course. The instructor and my classmates were incredibly informative as we discussed both highly technical topics and general wide-ranging issues.

19. Yes
20. LFD masterfully conveyed information throughout the course. I feel confident leaving her course with a better understanding of the different kinds of manuscript fragments, as well as how to use digital fragmentology.

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

1. {no response}
2. {no response}
3. {no response}
4. {no response}
5. {no response}
6. I wish it were in person! But of course that's out of RBS's hands. One thing I would suggest is meeting in small groups for shorter periods every day of the week. I loved my group time and found it really valuable, and would love to have gotten started with it earlier. Plus it might be nice to mix lecture with group work, just for the sake of my poor Zoom brain.
7. I would have loved for it to be in person—LFD had to lecture so much the first 2 days that it was really not until Day 3 that we started discussing. I think in person there could have been more hands-on exercises and case studies that would have eased the burden on her, and become more of an active learning experience for students. Listening to great lectures is great—I have 20+ pages of notes!!—but DOING is an essential kind of learning for working with fragments, I think. Hopefully in future the class can be in person and that kind of experience will again be possible. If not—more breakout rooms! When teaching new technologies—maybe multiple breakout rooms, with one "debugger" per room, to simulate that "face-to-face" experience? (Also, I think LFD said she had just moved before teaching the class—I don't know how she was able to do that and find all her materials! Just one more way this was a well-designed and delivered class, especially online!)
8. The only hiccup here was the tech/coding part: it was not the main portion of the course (as it was just a means to an end) but it would've been easier to have taught the coding part to 30 people in person (which is very ironic!). In some instances I got quite lost with the steps to make sure the coding was correct. However, and this is to the instructors and SA's credit, the instructor made space and time for helping everyone who was feeling lost, and the SA was also great at helping everyone catch up so we could do the coding in time for the next block. By the last block everyone was on the same page from what I could notice.
9. I would like to have had the impossible – more time!
10. I am not satisfied with the course, particularly with time management. On the first day, we spent the first class (1h30) just introducing ourselves when we had written biographical blurbs beforehand. I also found that the contents of the second class ""Introduction to Fragments, Fragmenting, and Fragmentology"" greatly overlapped with what I had learnt in the pre-course reading assignments. I also did not get much out of working on our projects in small groups in breakout rooms. We spent 3 hours on this on Thursday. Finally, the entire last day was

spent on students' presentations. While I enjoyed learning about the fascinating projects of my coursemates I believe this was too much. I appreciate all the things I have learnt from my coursemates, but I would have preferred to get more content from the instructor.

11. Part of the week was devoted to an online coding project. This was really out of my comfort zone and outside my field of expertise. I was able to successfully tackle the project but I couldn't keep up with many of my classmates. I spent a great deal of time in the evening making sure I could complete it. I think it would be beneficial to offer an evening tutorial or allow more time for this type of project.
12. I wonder if there could be more time found for, again, just briefly getting into paleography, because that seems to be a large-ish portion of the field, and struggled to dip my toe in on my own. I know that it might be hard to keep it brief, however...
13. {no response}
14. On the fourth day, it might have been nice to mix the groups up, rather than spending two sessions with one group. It might just be that everyone in my group had already started working on their fragments, but we were able to finish discussing ours after the first session and didn't have much to discuss for the second. Shuffling and getting the perspective of a new group would have been interesting. That said, it was also nice to leave a bit early to rest our eyes after so much Zooming!
15. I found the course perfectly suited to my level of knowledge and skills, but I think if this were my first course on medieval manuscripts I would've been lost. This isn't a criticism of the course, for what it is I think it's perfectly pitched, but more an acknowledgement that the people who will gain most from it are those who already have some experience and a project they want to work on.
16. Being in person to handle materials was missed, but I think the benefits of online outweigh the negatives.
17. {no response}
18. This course was perfect!
19. {deleted response}
20. At one point the class as a whole needed to be at a certain point with creating codes and manifests in order for the Digital fragmentology aspect to be relevant, but I am afraid some time was cut short from the group due to technical difficulties for some students. Perhaps there is a way to have a separate time for those having issues so this does not take away from the group. But as technical difficulties go... there really is no way to predict them, so we just took them in stride and continued.

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

1. {no response}
2. {no response}
3. {no response}

4. Anyone with a solid foundational knowledge of European manuscripts. Our class was made up of scholars, librarians, collectors, and more, and all brought a unique and valuable perspective.
5. {no response}
6. Literally anyone. I was one of the less knowledgeable people in the room, but I still felt so welcome. Even the experts, though, seemed to glean so much. There was very much a collaborative spirit. Someone might know, say, Old Norse, but received help with paleography, while a paleography expert might ask for binding resources. Very lovely environment for skill sharing and teamwork.
7. Anyone who works with manuscripts, or loves manuscripts, or loves good detective work.
8. I think that people with some knowledge of paleography and manuscript studies would benefit the most—I wouldn't necessarily recommend the course to someone who is a total beginner in manuscript studies but I think that anyone who has worked with manuscripts. Scholars and anyone doing a project based on fragments would benefit tremendously.
9. Rare book librarians and curators, anyone using manuscript fragments for teaching, collectors, dealers.
10. The course has an introductory character, so someone interested in working with fragments with no prior experience might benefit the most from it.
11. Librarians, collectors, book dealers, students, and scholars.
12. I think that special collections librarians and catalogers who work with medieval manuscripts of any kind, as well as dealers of this material would benefit most.
13. {no response}
14. I can't think of anyone who wouldn't benefit from taking this course, to be honest. It was a wonderful experience.
15. People with intermediate manuscript experience (in whatever field, collecting/curatorship/scholar) would benefit most from this course as it provides a practical toolset and conceptual background for an under-studied (and under-appreciated!) part of manuscript culture.
16. everybody.
17. {no response}
18. Anyone interested in the book as a material object, the ethics of the leaf trade, especially graduate students, book sellers, collectors, and library professionals.
19. {no response}
20. Anyone looking to enhance their knowledge of manuscripts should take the Fragmentology course. Because fragmentology consists of studying the text's content, its structure, layout, and reuse... anyone from Art historians to paleographers to book dealers should take this class.

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

1. {no response}
2. Absolutely!
3. {no response}
4. I didn't have to pay, but if I had I would say yes!

5. {no response}
6. I was very grateful to receive a scholarship (thank you RBS-UVA Fellowships!) that made this class accessible to me as a graduate student. This class, though, felt priceless. I'm so appreciative that RBS has a robust scholarship system that makes these incredible classes available to scholars like me.
7. Absolutely!!! Absolutely!! This was a positive and invigorating experience, especially after the pandemic—I could feel my scholarly brain kickstarting into gear again, and it was WONDERFUL. I really appreciated all the interchange with LFD, Camille, and all the participants—it was a true collaborative seminar.
8. Well, I didn't pay tuition this time but I would've gladly done so with my eyes closed if I had to pay for the course.
9. 110%
10. Unfortunately no.
11. Yes.
12. I got a scholarship which paid for the whole thing, but yes, absolutely!
13. {no response}
14. Yes, absolutely!
15. Given that it was a scholarship, definitely!
16. Yes.
17. {no response}
18. Definitely!
19. Yes.
20. 100% I got my money's worth taking this course.

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

1. 8
2. 9
3. 6
4. 10
5. 10
6. 10
7. 10
8. 10
9. 10
10. 1
11. 10
12. 10
13. 10
14. 10
15. 10
16. 10
17. 10
18. 10
19. 10

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

1. {no response}
2. {no response}
3. {no response}
4. {no response}
5. {no response}
6. We did not have field trips or guest speakers!
7. Well, we looked at some online materials, but that's not really a field trip. And it was the first time giving this course, so it's hard to critique that part of the design. Maybe in the future there could be visits from former students to show off projects, or people like Eric Johnson or Scott Gwara who curate large collections of fragments and could talk about them—if there's enough time!
8. N/A We could use some field trips in person, though!
9. N/A
10. {no response}
11. N/A
12. n/a, although I think some of my classmates could have been guest speakers!
13. {no response}
14. N/A
15. NA
16. n/a
17. {no response}
18. {no response}
19. {no response}
20. {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. {no response}
4. {no response}
5. {no response}
6. TAKE THIS COURSE. I remember reading rave reviews of RBS classes in the past and wondering: "can they really be that good?" They are. Definitely recommend this class, 10/10
7. "Do the reading. If it's online again, get a chair with a good back support and have good lighting. Be prepared to have your minds blown by all the cool stuff you will see and that your colleagues will be discovering.
8. Just to enroll in the course without thinking about it too much.
9. {no response}
10. {no response}

11. It was intensive but worth it.
12. I actually think this course worked really well as a virtual experience, so that we could use any fragment that we wanted to use, found online or otherwise!
13. {no response}
14. Just that they should absolutely take it! And not to worry if they feel like they don't know enough for the course.
15. Fragmentology is essential for anyone who works with medieval manuscripts. You may not think you need to learn about fragments and digital Fragmentology, but you do: you will carry the lessons learned in this course forward in every future piece of research you do.
16. Do it.
17. {no response}
18. This course is amazing! Anyone interested in or simply curious about manuscript fragments should consider taking it.
19. {no response}
20. {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. {no response}
4. We all love books here / Beautiful, messy, perfect / So much to learn. Yay! / The experience was wonderful, but I definitely feel like I missed out by not being in person.
5. {no response}
6. So much gratitude for beautiful manuscripts and the wonderful people who love them!
7. <https://gph.is/g/ZlRlKe2> It was outstanding in every way. I can't recommend it highly enough!!!
8. The best course I've taken in my life, period.
9. Talented colleagues / Reveal new vistas to my / Imagination.
10. {no response}
11. Wonderful!
12. Really terrific introduction to the field of fragmentology! LFD is such a treasure, and it's such a privilege to learn with her!
13. {no response}
14. Thank you!
15. One of the most high octane intellectual experiences I've had; the sheer amount of new knowledge created during the week was incredible.
16. Fragmentology / changed my future pursuits / I am so happy.
17. {no response}
18. Communication is key: photograph everything, reach out to everyone, reunite fragments, make friends, build networks!

19. An eye-opening - and much needed - look at what our library might do with our boxes of fragments.
20. The best instructors in their field, combined with a diverse group of students, supported by staff who promotes inclusivity and forming connections... there is nothing better than this.

Student Data

Number of Respondents: 20 (of 27)

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

1. My institution/employer did not give me professional leave; I used vacation or unpaid leave days.
2. My institution/employer gave me professional leave time.
3. I am a student or non-year-round employee, with a more flexible schedule.
4. I am a student or non-year-round employee, with a more flexible schedule.
5. My situation does not fit any of the options above.
6. I am a student or non-year-round employee, with a more flexible schedule.
7. My situation does not fit any of the options above.
8. My institution/employer gave me professional leave time.
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. My institution/employer gave me professional leave time.
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. I am a student or non-year-round employee, with a more flexible schedule.
15. I am a student or non-year-round employee, with a more flexible schedule.
16. I am a student or non-year-round employee, with a more flexible schedule.
17. My institution/employer gave me professional leave time.
18. My institution/employer did not give me professional leave; I used vacation or unpaid leave days.
19. My institution/employer gave me professional leave time.
20. I am self-employed, and can arrange my own schedule.

Who paid your RBS tuition costs?

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

10. My institution/employer paid part of my tuition costs, and I paid the rest.
11. I paid 100% of my tuition costs myself.
12. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
13. I paid 100% of my tuition costs myself.
14. I paid 100% of my tuition costs myself.
15. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
16. My institution/employer paid part of my tuition costs, and I paid the rest.
17. My institution/employer paid 100% of my tuition costs.
18. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
19. My institution/employer paid 100% of my tuition costs.
20. I paid 100% of my tuition costs myself.

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. This is my first course.
11. 8
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.
17. 5
18. This is my first course.
19. 4
20. 1

Which of the following best describes your current occupation?

1. Professional educator: Lecturer/adjunct
2. Library discipline: Archivist
3. Student working towards a/an: Ph.D./D.Phil.
4. Other Occupations/Vocations: Other
5. Library discipline: Special collections librarian
6. Student working towards a/an: Ph.D./D.Phil.
7. Professional educator: Full professor
8. Much like Bartleby the Scrivener, I would prefer not to answer this question.
9. Other Occupations/Vocations: Book collector
10. Student working towards a/an: Ph.D./D.Phil.

11. Library discipline: Curator
12. Library discipline: Public services librarian
13. Student working towards a/an: Ph.D./D.Phil.
14. Student working towards a/an: Ph.D./D.Phil.
15. Professional educator: Assistant professor
16. Student working towards a/an: Ph.D./D.Phil.
17. Library discipline: Special collections librarian
18. Library discipline: Cataloger/metadata librarian
19. Library discipline: Curator
20. Student working towards a/an: Ph.D./D.Phil.