How to Teach Cataloging Through MARC21 and Primo
I teach Cataloging and Metadata in four different institutions and with three kinds of students. In every place I teach otherwise – according to student levels and institutional demands.
1. The department of Information Studies in the Western Galilee Academic College – the students are studying to general B.A. Most of them don’t intend to be librarians or catalogers. Their course includes Acquisition and Classification. Let’s call them “Group A”.
2. Students to 2\textsuperscript{nd} degree or MLS in University of Haifa and Gordon College of Education. After graduating they suppose to work in libraries or information centers. Let’s call them “Group B”. 
3. New and senior catalogers from academic libraries (using Aleph 500). They renew their knowledge and study new topics and procedures. Let’s call them “Group C”.
Please remember that the Hebrew language is not so easy. It starts from the right to the left and we use short and long vowels. Recently we decided to migrate to long vowels in authors’ fields – after 107 years of using short vowels.
In the past I taught all of them the rational of unification of MARC system + functioning the fields from 001 to 999.
The disadvantage – it seems to the students a lot of information to remember, partly of non-using fields.
Every presentation contains explanations and examples – corrected and uncorrected Catalogings from different libraries.

And then I tried a second method – to teach by material types – books, serials, audio-visual, e-materials, offprint, websites, etc.
The disadvantage – Lots of repeats to different materials. Lately I understood that the best way is to fit another system to each group of students.
Since the students of “Group A” probably will not be librarians or cataloguers, then what is most important is to understand the ratio of organizing and accessing information. Therefore it is not necessary to detail the control fields (006-008)
Or fields like 024-028, 246 1, , 530-538, 740, 773-776, 800-811,996-997, 50500.

Instead I prefer to emphasize removable fields as 1XX, 24X, 7XX, 020-022, 830 0 & 490 1, 856.

To every explanation there is a transparency with an example.
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*a Making inclusion work : b effective practices for all teachers / c John Beattie, LuAnn Jordan, Bob Algozzine |

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- What are cognitive strategies? -- What are effective accommodations and modifications? -- What works for ongoing assessment, data collection, and grading? -- What assistance do parents and families need? -- What works for communicating, consulting, and collaborating with other professionals? -- The end is just the beginning

*a Inclusive education 0 650 |
*a Children with disabilities |x Education 0 650 |
*a Jordan, LuAnn 7001
The “Group B” are the students that will be librarians, some of them even cataloguers. They must understand more about the essence of the controlled and access fields (and all the fields I mentioned in page 12).

Includes bibliographical references and index.


Inclusive education.
Children with disabilities
Education
Jordan, LuAnn.
Algozzine, Robert.
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OCLC
The “Group C” are the professional cataloguers. They must know everything about cataloguing.
I try to add descriptions of analytic catalogues, articles, electronic objects, websites and so on.
In the next year I intend to enlarge the mentoring of the RDA system. If there are new catalogues in these classes, I try to teach them separately.
In this stage I try to match between methods and groups. When I teach students from Group A, I describe the most important MARC fields step by step (001-999).
The method I practice with the students of Group B is teaching according to material types, emphasizing the relevance of the common fields.

In this case I detail more fields than in the first method.
The 3rd method with Group C is enlargement of all MARC fields, including control fields and fields like 880 (used by LC) or 956 (by ULS).

The fields are tested in correlation to every MT separately.
I also teach groups B and C some aspects of Primo: “Googleian searches”, clouds and tags, adding critics and connections to databases like Amazon and WorldCat.
Did you mean: inclusive education?

42 Results for GCL

Inclusive education in the Middle East
Eman Gaad
London: Routledge 2011

Available at Gordon College (LC1203 .M65G33 2011)
THANK YOU FOR LISTENING