RDA Training Methods and Application Examples

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The first standard rules for cataloging, Panizzi, were introduced. These rules, which have changed and developed in various periods, have been tried to be applied with Machine ReadableCataloging (MARC), which is a machine-readable data chart, with the change in information technologies in 1966. In the ongoing process, the second edition of AACR was published in 1978 due to difficulties in bibliographic identification of the diversified information sources. Between 2004-2005, the JSC (Joint Steering Committee for Revision of Anglo-American Cataloging Rules) group wanted to publish AACR 3 as a result of new needs in cataloging, butRDA (Resource Description and Access) was appropriate as the name for the new rules. seen. Since 2010, the new cataloging standard, RDA, has become widespread worldwide. The transition to RDA brought many changes with it. Providing the necessary training for the implementation of RDA is one of the starting points of this change. In the studies conducted onRDA in different countries, it has been understood that the subject of "RDA Education" is one of the important issues in the transition process. The methods to be followed while giving this training are very important. Similar and different methods for education have been developed between countries. The aim of this article is to help develop a method in RDA education in ourcountry by examining the RDA education in these different countries.

KEYWORDS:
RDA; RDA Education; Turkey and RDA Education; Education Method

INTRODUCTION

Information resources and technologies are constantly changing. These changes have brought different rules periodically in the organization of knowledge. The first standard rules for this regulation, known as cataloging, were put forward by Panizzi as the "91 Rules" for the organization of printed information sources. These rules, which have changed and developed in various periods, have been tried to be applied in the Machine Readable Cataloging (MARC) structure, which is a machine-readable data scheme with the change in information technologies in 1966. With this application, the process of transition to electronic/machine-readable organization of printed information resources" has started. The new rule, Anglo-American Cataloging Rules (AACR), which was developed in 1967 to ensure worldwide standardization,provided unity in cataloging rules due to its cumulative structure as well as having a universal and future-oriented impression. In the ongoing process, the second edition of AACR was published

in 1978 due to difficulties in the bibliographic description of the diversified information sources. Between 2004-2005, the JSC (Joint Steering Committee for Revision of Anglo-American Cataloging Rules) group wanted to publish AACR 3 as a result of new needsin cataloging, but RDA (Resource Description and Access) was appropriate as the name for the new rules. seen (Special, 2015). At the last point, with RDA, new information sources could bedefined bibliographically in electronic environment with appropriate data schemes of printed and electronic information sources. Due to its flexible structure in organizing a wide variety ofinformation sources, RDA will be more preferred in the future for keeping up-to-date when theold rules are insufficient. In addition, thanks to the data-relationship models in the structure of RDA, complete information will be reached in the searches made.

The Aim Of The Study

Considering the historical processes, it is understood that the information organization has a changing and developing structure. These changes and development processes have brought with them new information and changes about cataloging rules. With these changes, new oneswere added, removed or altered on each previous rule. Such a change and development processnecessitates the change and development of the information professionals who do the cataloging business. Basically, the transition process to every new situation and event is provided by education. The aim of this

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study is to examine the studies on RDA education in the world and to reveal how RDA education should be.

Importance of the Study

Today, bibliographic descriptions that are not made according to RDA rules can be described as incomplete and limited. In today's conditions, RDA has removed these limitations and enabled more detailed and interconnected information sources to be presented to the user in the most accurate way. In this study, the importance and method of training the new cataloging rule RDA standard was emphasized.

METHOD

The research was created from a literature review on RDA. An initial search of the library database for the terms "RDA" and "RDA training" yielded several hundred results. When the search results were reviewed, several journals appeared in the literature on RDA. Articles covering all aspects of RDA education in these journals were reviewed. Applications and some training applications on the RDA Toolkit and LC websites helped with data collection. In our study, "documentary scanning method" and "description method" were used. Documentary scanning technique; It is based on the collection of data by systematically examining the existing records and documents in the system and previously created. Documentary scanning technique within the framework of written sources includes the processes of finding, reading, taking notes and evaluating the sources for a specific purpose. Descriptive method is research that aims to obtain a description of the subject or activities of interest (Karasar, 1999, p. 229).

Vocational Education

Today, rapid changes in the field of information and technology have caused social changes by affecting the economic, social and cultural fields. This change confronted individuals who were resistant to innovation and adapting, and this resulted in the exclusion of one of the two groups. But in many cases, it is in the interests of most societies to keep pace and adapt in this fast- paced new world. At this point, what is expected from the society; It is a quick and conscious adaptation to what will benefit you. In fact, this is the key to survival in today's world. The underlying motto is "Adapt, survive!" is. This perspective of adaptation and survival can only be achieved through education. Education can be interpreted in different ways due to the social, economic, cultural and political structure you live in. Basically, education can be thought of as the process of adding new ones to our existing knowledge and being informed. Training in the current spokesperson of TDK (2022); It is defined as "directly or indirectly helping children and young people acquire the necessary knowledge, skills and understandings to take their place in social life, and develop their personalities, inside or outside the school, and upbringing".

Education; It is all of the studies aimed at providing the individual with brand new information, behavior and abilities for some purposes in order to develop his mental, physical, emotional, social behavior and abilities in the desired direction (Thesis, 2014, p. 8). Education aims to enable people to develop themselves, to socialize, to have a profession, to contribute to social development, to provide workforce for the economic life that society needs, to bring ethical behaviors to people, and to raise responsible individuals (Tırınoğlu, 2006, p. 10). The dimension of education for production and economy is vocational education. This is the process of gaining the knowledge, skills and abilities required by a certain profession, which is necessary for individuals to continue their vital activities, and developing the individual in a balanced way with mental, personal and economic aspects (Kalaycı, 2014, p.1). Vocational education is the training of gaining and developing the knowledge, skills and work habits required for individuals to learn a profession that will be valid in their business life in line with their interests and wishes (Ünsal, 2013, p. 4). In another definition, vocational education is expressed as "the education given in order for the individual to gain the necessary competence and professional culture in order to take part in a certain profession in business life as a producer with any status" (Öksüz, 2010, p. 4). When evaluated in terms of survival, vocational education provides the professional knowledge and professional skills necessary to make a living of the individual (Yaldız, 2015, p. 2). Vocational training in the field of information and records management; We can define it as gaining the necessary information for applications related to the field. Professional development can take place with well-trained professionals. Education has become widespread, besides, the responsibility of raising individuals who can bear the responsibility and authority of the needs of the rapidly renewed professional environment has positively accelerated the competition to create the better in education. It was necessary to renew the education programs more frequently than before (Baydur, 2012, 317).

Cataloging Training

Since the beginning of the 20th century, the education and training of the cataloguer has been one of the most discussed issues. The cataloging theory-practice ratio debate continues. The adequacy of the application conditions in education has also been a determining factor. Mandatory changes in cataloging and classification included in education programs greatly affect the course content as well as the number of courses (Bronstein, 2007; Chu, 2006; Markey, 2004). In this branch, which is open to innovation, education should not lag behind institutional practices. In reality, education and training cannot be abstracted from practice; Continuous communication between the two groups exalts professionalism, generations of prestigious professionals can be created in this way. (Baydur, 2012, 324).

Innovations in rapidly changing practices should also be able to be transferred to the scope of training in the field. On the

other hand, education and training, seminars, courses, etc. related to new systems. It should also be reflected in continuing education or in-service training programs (Kajberg & Lorring, 2005).

Cataloging education includes concepts, principles and techniques related to the definition, organization and presentation of recorded information, bibliographic definition and metadata standards and rules, common examples of classification and classification systems, contemporary bibliographic definitions, theoretical definition, interpretation and analysis of communication and coding standards with applications. It includes the development of relevant knowledge and skills by supporting them (Baydur, 2012, 325).

For information professionals, this means adapting to RDA, which is the beginning of a new process, and starting RDA training processes in the context of vocational education. In different parts of the world, trainings are provided for information professionals during the transition toRDA with different methods.

RDA Training

RDA training is one of the prerequisites for understanding and applying the new cataloging standard, RDA. Applying RDA rules requires training. Catalogers need to be trained on the features and applications of RDA. Besides the theoretical knowledge of the rules, there is a need for practical demonstration of the application of the RDA rules. Jin and Sandberg (2014) observed that RDA rules cannot be implemented without training. Describing the experience of the University of Illinois in the United States, Jin and Sandberg stated that librarians must betrained and retrained for full implementation to occur. This training can be acquired in two different ways. The first is undergraduate, graduate or doctoral education in information and memory management departments; The second is the training to be received through information centers in the context of vocational training after entering the business life. However, since the education received during the school period cannot find an application areain general, it provides a theoretical basis and today, RDA education is expected to be given in all knowledge and memory management departments at the higher education level. In-service training of information and records managers working in information centers and RDA rules and practices should be taught.

When the studies are examined, 4 basic issues come to the fore in the articles written about RDA. These; perceived issues, reasons for implementation, implementation process and implementation training. It is understood that education is one of the priority issues in the articles on the subject of RDA. In a study on the application of RDA in Europe, a triple study was conducted on the application of RDA in Germany, Austria and Switzerland. The German National Library (DNB) spearheaded the project. In the project, the training process was takento the center point and the training consisted

of seminars on basic concepts. Further training oncataloging specific resources is provided. Regarding education, an approach that includes as many catalogues as possible has been tried to be preferred in order to encourage a collaborative learning environment (EURIG, 2016). This study shows that training and personnel are amongthe most important issues in the transition to RDA. It was understood that the most important issues that emerged with the interview questions made with the librarians during the training were the implementation process and training. The results of the interviews revealed that the Library of Congress's educational materials and training programs were generally used as the main source in the trainings. It has been seen that the education process is carried out with a mixed approach with theoretical and practical sessions. The training program consisted of theoretical and practical seminars based on LC training materials. One of the biggest challenges has been found to be translation. The translation, which could not be performed properly, caused various difficulties. Many institutions stated that the biggest challenge of training was to maintain their normal workflow as part of the daily work process without disrupting too much. Some practitioners spoke of continuing education and the availability of online platformsto assist in the learning process. For example; The platform for online questions at the National Library of Finland, comprehensive face-to-face workshops and seminars form an important partof RDA education. It was emphasized that the Library of Congress educational materials shouldbe used as an example or basis for educational programs. In some applications, education seems to be an event where wikis are used and cataloging issues are discussed during the work. For example, the British Library defined the Toolkit as "the bridge between MARC21 and RDA", which it sees as both a continuous cataloging aid and an educational tool, and has a very good experience in using the Toolkit in their workflow processes (Ducheva and Pennington, 2017 , pp. 387-402). In addition, another method to be used is to have Virtual Learning Environments,where they can get support from the wider community, for cataloguers who may feel isolated during the education process, and it has been considered particularly beneficial (Maurer & Panchyshyn, 2014, p. 269). One of the methods that can be followed regarding RDA training is the method in the Ohio State University Library (OSU). In the spring of 2012, the university launched real, formal training for all cataloguers. Approximately 25 cataloguers from OSU libraries participated in this training. The training consisted of weekly workshops that included many quizzes on education. In order for the cataloguers to devote sufficient time to practice, only one module iscovered each week. After completing all modules, the final exam was held. The training endedwith a certificate of completion given to each cataloguer (Sherbini, 2018, p. 68).

Education, which is an important part of the transition and implementation process to RDA, hasalso been revealed with some basic problems in a study conducted in Sub-Saharan

Africa. A study of Kenya and Nigeria found that cataloguers in Sub-Saharan Africa faced difficulties in accessing the training and preparation necessary to implement the RDA. Shortcomings such as subscription to RDA Toolkit, lack of training funds, lack of internet facilities, lack of computer literacy of cataloguers, lack of support from library management, and difficulties in training local experts are problems that need to be addressed for a fully realized RDA training. In addition, government funding must be provided as access to and subscription to the RDA toolkit and educational materials is costly by most academic libraries. The training options available appear to be local workshops and conferences where experts are invited to train librarians. However, there are inherent challenges with local workshops and conferences. Most training sessions are fee-based to cover logistics and other issues. Again, some libraries are unable to sponsor cataloguers for such workshops due to lack of resources. Other problems with local workshops may be insufficient facilities, computer systems, network and Internet facilities to serve all attendees. In addition, the application software used in training workshops may differ from that used in a participant's library. It is also difficult to get local experts for trainings (Monyela, 2020, pp. 8-9). These problems can negatively affect the quality and continuity of education, as well as slowing down the transition process of cataloguers to RDA. Considering all these difficulties, a training method should be developed and realistic steps should be taken.

The RDA toolkit has an important place in RDA education. Because the RDA toolkit provides links to online resources on regularly updated pages and provides support for training RDA. In addition, the toolkit includes RDA Cataloging examples provided by the RDA Steering Committee (RSC). The Collaborative Cataloging Program (PCC) runs the Cataloger's Learning Workshop (CLW) on the Library of Congress website. Within the CLW there is a section dedicated specifically to RDA. Grading resources include RDA examples and NACO training includes video, power point slides, and quizzes. Includes full recording examples of RDA cataloging from the Library of Congress training slides, manuals, exercises, RDA examples, PCC, Webcasts, and more. It also offers 30-day access for trial at rdatoolkit.org/freetrial. Users can find information about RDA toolkit in rdatoolkit. They can also sign up for the newsletter to receive RDA announcements at rdatoolkit.org/rda list. They can also access training resources on the RDA website at rdatoolkit.org/training and youtube.- com / c / RDAToolkitVideo (Monyela, 2020, p. 13).

A study was conducted in the USA showing that the RDA education given in the context of professional development for librarians is important in the education received at the higher education level as well. In a study examining the transition process of public libraries in the USA to RDA, it is worrying that 21.6 percent of respondents stated that they were aware of RDA for the first time, and this was when the authors completed their survey. This represents a striking training gap and a major divide in the field of RDA training for public library staff, especially when compared to academic library staff. Survey data show the differences between RDA knowledge and education level (Lambert, Panchyshyn, & McCutcheon, 2013, p. 190). The economy also plays an important role. This is because many small, rural public libraries do not have funding available for cataloging staff to purchase materials such as the RDA Toolkit or to train them in how to use and implement RDA. As a result, education and professional development need to improve public library catalogs, particularly those serving rural America's communities (Panchyshyn, Lambert, & McCutcheon, 2019, p. 129). In this case, RDA training; It is understood that it depends on many factors such as previous education level, geographical difference, structure of the information center and financing.

One of the methods to be followed while developing the method related to RDA training is to prepare questionnaires to examine the opinions and RDA levels of the personnel. An example of this is the study of RDA training requirements in university libraries in Northwest Nigeria. Findings from the study revealed low awareness of RDA among librarians of university libraries in Northwest Nigeria. It turned out that the RDA skill levels of the librarians examined were very low. Librarians are incompetent at many levels of using RDA for cataloging. Study; revealed that most of the librarians surveyed should be trained in almost all the rules and practices of the RDA, with the exception of the rules of the AACR2. The study stated that librarians prefer all non-internet-based education methods. Most librarians have opted for real-time training methods such as workshops, seminars, and in-house training. The study also revealed that librarians in university libraries in the Northwest Nigeria Region have difficulties in terms of RDA training. As a result, it was concluded that there are barriers to RDA education, as accepted by the librarians of university libraries in the North West Region, Nigeria (Sokari & Haliru, 2016, p. 84).

Some of the strategies that can be used to improve RDA education among librarians are organized seminars and workshops to discuss RDA-related issues. Librarians should be trained in the use of RDA for cataloging, especially in areas where they are not technically conscious. University library management may request support for the purchase of the RDA toolkit. Where these options are not readily available, libraries may seek support from libraries in developed countries. Finally, it is important for librarians to look for free training programs online. For example, library management should adopt training methods such as webinars. Because it is generally more efficient and cheaper for training in RDA (Sokari and Haliru, 2016, p. 85).

Perhaps the most outstanding study on RDA training is the study on the need for RDA training in US academic libraries. In the research, questions about RDA training experiences

were askedto the catalogues. Respondents were also asked how the cataloging staff at their institutions learned about the new cataloging standard. LC online materials, webinars and other online training sessions, personal training from the RDA Toolkit, mailing lists, online materials, and conference presentations followed as the most common training resources were answered that on average the most important training resource for RDA. Worth noting here is the popularity of online resources that allow library professionals to train independently outside of the physicalclassroom. It has been determined that convenience, cost and flexibility of the results are among the most important factors determining RDA training types. However, when survey responseswere analyzed by academic library type, it was revealed that self-processing from LC and non-LC online materials and the RDA Toolkit were significantly less used at 4-year colleges and universities. In addition, "in-house training" was used much less frequently as RDA training methods in these institutions. Survey respondents were also asked to indicate the nature of their experience with RDA. In the shared cataloging environment, viewing records created using RDA is the most important part of the participants' experience with the new cataloging code. Judging the results by type of academic library, the use of the RDA Toolkit was significantly less common at 4-year colleges and universities. Exposure to more RDA training activities made cataloguers more familiar with the RDA as intended. Clearly, as they receive more training, the number of RDA topics with which participants are "very familiar" or "extremely familiar" tends to be more numerous (Tosaka & Park, 2014, pp. 12-13).

Research on the subject gives an idea about the perception of RDA training needs and how to follow a path from the beginning of RDA training. One of the most important questions motivating previous work is whether the content of RDA training is considered useful for professional training in transition. The majority of the responses in the Australian and New Zealand surveys show limited up-to-date information about the new cataloging standard. It is desirable that practical cataloging is relevant for future RDA training in both countries. Practicaltopics such as "Cataloging with RDA", "Changes from AACR", "MARC21 and RDA" and "Using the RDA online product" were requested to be included in the training. Most of the respondents wanted the training to start with the basics and be practical. In a Canadian study, RDA training determined that the primary concern of cataloguers was the problem of practical cataloging. For example, "new and changed instructions", "new RDA vocabulary and concepts", "RDA structure", "Similarities and differences between AACR2 and RDA", "Mapping between RDA elements and RDA" "MARC21" is often the most important for RDA training rated as topics. A similar picture emerged in the RDA survey conducted in England. Not surprisingly, practical questions such as "MARC21 and RDA", "Differences between AACR2 and RDA" and "RDA elements and key elements" were considered the most importantareas of interest

for RDA training, as there was very limited familiarity with the new catalogingstandard at the time of the survey. According to the respondents, the most important topics of RDA training content were "New and changed instructions in RDA" (14.5%) and "RDA core elements" (13.8%), followed by "RDA overview" (11%, 4) and "new RDA vocabulary and concepts" (10.3%). Among these four topics, "RDA overview" was chosen as the second or third most important topic for future RDA training, although it is by far the most important topic (Tosaka and Park, 2014, pp. 13-17).

Another important consideration in RDA training is how much training time will be required for professional cataloguers and staff to work confidently as RDA cataloguers. In Sanchez's (2011) research, 30 hours or more was preferred for RDA training. In the Australian and New Zealand RDA surveys, a large percentage of respondents (38% and 32%, respectively) indicatedthat "2 full days" might be an acceptable training period for cataloging staff. In addition, the results of both studies showed that participants preferred continuous follow-up and support overa long period of time, regardless of the methods used to deliver the initial RDA training.

Another important issue regarding the training period is institutional support. Determine how much training time and resources their institutions will be prepared to commit to librarians. Lack of planning can become an even more critical challenge when institutional support is relatively stagnant or dwindling. Because the extra training time can reduce daily cataloging production for a while and cause backlogs to increase in shrinking cataloging departments. Institutional support for RDA training, more than 90 percent of respondents selected from cataloging staff in a 2010 UK survey expected their institution would be ready to commit to RDA training for two days or more. In the study, similar questions were asked to the participantsabout the duration of RDA training. It turned out that nearly four months before the RDA implementation, almost half of the respondents still had no idea or were unsure about the RDAeducational activities to be supported in their library.

The second most common response for librarians was 31-40 hours of RDA training (20.6%), followed closely by 10 hours or less (17.5%). More than a quarter of the participants (26.1%) stated that less time should be spent on training cataloguers in RDA training. While a similarly large proportion of respondents do not know or are unsure how much time their institution willdevote to RDA training, the second most common response (27.4%) among those attending from research universities is 31-40 hours, while 10 hours or less are allocated over 4 years. wasthe second choice for colleges (23.7%) (Tosaka and Park, 2014, pp. 17-18).

When assessing training needs for cataloguers and other relevant professionals, it is also important to know how to deliver RDA training. Thus, the training programs and methods offered will have the greatest impact and use among the target audiences. Research should include questions to

understand the cataloguers' perceptions of various RDA training programsand methods. Participants may be asked to identify the top five pre-determined methods by which RDA training can be delivered. There may be clear preferences for self-study options such as reading research documents, manuals and other written instructional materials, viewing PowerPoint or other visual instructional materials, and pre-recorded audio-visual presentations.

Research by Tosaka and Park (2014) found that cataloguers showed a strong interest in "webinars and other online training sessions to support in-person education". It has been seen that face-to-face training methods are preferred, but not as strong as self-study options. A quite different picture emerged when participants were asked to rank their preferred methods for RDA training. Here, the most preferred training method for RDA is "in-house training using external trainers". Overall, participants tended to prefer in-house, face-to-face training using external or internal trainers. It is also noteworthy that external education is also a somewhat popular option when offered only in inner city settings. Convenience and ease of access are important variables in shaping the preferred methods for RDA training. Research data also showed that the use of quality resources, in multiple formats, to support self-study or face-to- face training is critical to successfully training cataloguers in RDA. Delivering courses in librarianship schools on the RDA training method was the least favorite option among respondents. Participants of the research from their universities preferred to use internal trainers and in-house, face-to-face training method as the first option. Participants from four-year colleges rated in-house training from external trainers as their preference, while in-house training from internal trainers seldom listed as the preferred option for RDA training. As a result, many of these institutions have the resources to develop in-house face-to-face training programs which are the most preferred option. Participants outside the major academic librariespreferred instead to use external trainers, participate in non-state education, or self-directed study of documentation and guidelines as resources for RDA training (Tosaka and Park, 2014,pp. 18-21).

In their study, Tosaka and Park (2014) revealed that the USA aimed to better understand the current status and needs of RDA training needs among cataloging and metadata practitioners at the beginning of RDA implementation. Focusing on the academic library sector, it has been concerned with determining the levels of professional preparation and effects of past RDA training on cataloguers' knowledge, the RDA training content needed by cataloguers, and the methods of delivering professional training for RDA. While training activities since the introduction of the RDA in 2010 have shown positive agreement with cataloguers' RDA knowledge levels, the study also concluded that there was an alarmingly low level of familiaritywith a wide range of RDA topics even at the beginning of US national RDA implementation. While LC online materials and other online resources are the most popular sources of past RDAtraining, in part because of their convenience, cost, or flexibility, this type of self-directed training, as well as face-to-face training from internal trainers or colleagues, is highly preferredat 4-year colleges and universities has not been done. This has resulted in a lower level of professional readiness for RDA among work cataloguers in institutions.

In terms of future RDA training needs, the study placed a clear emphasis on practical RDA cataloging questions for cataloguers. Worryingly, institutional support for future RDA trainingwas significantly lower at 4-year colleges, with nearly a quarter of respondents arguing that their employer-sponsored RDA training should only be 10 hours or less. Existing RDA trainingenvironments have also appeared to have changed significantly. While face-to-face training from in-house trainers is clearly the most preferred training at research universities, face-to- face training with in-house trainers was significantly lower among respondents from 4-year colleges with ratings. This is a result reflecting that cataloguers tend to work within the much smaller technical services division. Whether they prefer local or face-to-face training for RDA;According to the results, the catalogues stated that they do not expect to have enough resourcesto train an in-house trainer who can provide practical and effective training locally (Tosaka andPark, 2014, p. 23).

Library of Congress Online RDA Training Plan

One of the guiding programs for RDA training is the Online RDA Training Plan offered by theLibrary of Congress. The purpose of the Library of Congress's RDA training plan is to outline the means to provide catalogues with sufficient knowledge and skills through a variety of online methodologies so that they can function as RDA cataloguers upon completion of this training.This plan is the basis for online training at RDA for Library of Congress staff, including staff at the LC Overseas Offices.

DECISIONS

1. Online training for catalogues will take place in two phases described below.

- Phase One: In this phase, the cataloguer will take lessons on FRBR, Toolkit and Authorities. Before proceeding to phase two, the cataloger must be proficient in using phase one materials and establish authority records in accordance with the RDA, preferably at least one month prior to their descriptive training.

- Second Phase: In this phase, the cataloger will receive four descriptive components forthe RDA.

2. Upon completion of the first phase training, the cataloger will only begin to establish authorities in accordance with the RDA.

3. Upon completion of Phase Two training, the cataloger will begin to create bibliographic records in accordance with the RDA. Then they will create all the records using RDA.

4. Anyone training in the RDA must take the FRBR courses and the Toolkit course, even if they are going to create only authority records or only bibliographic records. FRBR and Toolkit are preparatory courses for RDA.

5. If a cataloger misses an RDA course due to an emergency, the cataloger will find the appropriate course in that plan and retrieve all online components. Catalogers using the "Using the RDA Toolkit" guide should go to the version at

http://www.loc.gov/staff/idt/training_documents/rda/Toolkit LCStaffSept2012.pdf.

6. Upon completion of all online course materials for a particular course, cataloguers take a course-related RDA online exam available in the Online Learning Center. This test is graded and requires 80% to pass.

7. Unless special arrangements are made, personnel receiving online training will be reviewed by reviewers in their respective divisions.

8. Authority and Bibliographic records will be subject to 100% review; Catalogers may be released from review at the reviewer's discretion.

9. RDA training will be the trainees' highest priority and primary focus throughout the training period.

10. It is assumed that trainees will have little prior knowledge of the RDA.

11. Copy cataloguers will attend the same courses.

12. The curriculum will focus primarily on printed monographs, but other formats and genres will be represented in instruction, examples and exercises. A specific curriculum will be developed to address other formats and categories and problem situations. Where necessary, this specialist training will form part of general training.

13. The Cooperative and Curriculum Division (COIN) and the Policy and Standards Division (PSD) will work together to create a special session for copy cataloguers based on documents written by PSD. Anyone who does copy cataloging, whether original cataloger or technician, will be invited to copy cataloger training sessions (RDA, 2022).

Course Curriculum for Cataloging Groups
• Original cataloguers, copy cataloguers and technicians will take the core curriculum of RDA courses. Follow-up training will be provided for special cases.

• Custom format catalogues will receive naming modules depending on whether they decide to adopt the core curriculum of RDA courses or just RDA for the defined format and descriptive elements. Below is the core program for the talk trainings.

Core Program
First Stage:
FRBR Basic Concepts
FRBR Practice -- Application of Concepts
MARC 21 in RDA and Authorities for Personal Names Fields for Authorities in MARC 21
Authorities for Personal Names: Introduction and Attributes

Authorities for Personal Names: Access Points
Authorities for Personal Names: AACR2 and RDA
Authorities for Family, Institutional and Geographical Names
FRBR, RDA and MARC
Using the RDA Toolkit Stage Two: Descriptive
Introduction to RDA; Defining Concepts and Elements
Identifying Information Sources and Defining Work to be Done Bibliographic Description
RDA Relations RDA Applications
RDA Applications for Exceptions, Formats and Users

Online Course Methodology
• Trainers must decide when each online training will be completed by staff at their institution.

• Regular meetings, preferably weekly, are highly recommended to discuss training and staff experience.

• Participants may choose to work in pairs followed by group sessions. People learn better than being isolated when they practice together.

• At the end of each training, after reviewing the training materials, the participant will take a final exam suitable for the training.

• A "Core Program" is presented above, showing what RDA trainees need to complete in order to learn RDA. The titles in the program must be learned by those who receive the training. By using these stages and directions, success can be achieved in RDA training (Online Training Plan, 2012, p. 1-3).

The Library of Congress also has materials for RDA training. The first of these is "BIBCO Program RDA Training". In this program, a webinar is organized. Before the seminar, the questions of the calligraphers are taken and answered in the seminar, and then these seminars are recorded and the librarians benefit. The second is the "CONSER Program RDA Training" program. In this program, there are handbooks and presentation slides. The contents of these are helpful materials on many topics, from purposes and organization, serial cataloging, preliminary preparation for cataloging, RDA relationships, to identifying a suitable copy. Users can access these training sets at (https://www.loc.gov/aba/pcc/conser/scctp/rda-materials.html). Along with these, there are many types of education. Beginning librarians receive these trainings through an orientation program. The Library of Congress is quite advanced in its RDA training materials. In addition, these trainings, which are open to everyone, can be accessed at this address https://www.loc.gov/aba/pcc/conser/scctp/rda-materials.html (RDA, 2022).

RDA Training in Turkey
The fact that RDA began to become widespread internationally after 2010 and the new requirements that emerged while creating bibliographic records caused the RDA process to start in Turkey as well. In order to meet on a common ground and create awareness in the implementation

of RDA rules, a workshop was organized in Nevşehir in 2012, where librarians working in the cataloging department of university, institution and organization libraries came together, and at the end of this workshop, it was decided to establish the RDA Turkey Group. The importance of this workshop in terms of education is to show that it is necessary to organize educational activities and design educational materials in order to raise awareness of librarianson RDA. Thus, the importance of education and training methods was emphasized for the firsttime in the transition process to RDA in Turkey. Then again in 2012, a meeting was held at the National Library in Ankara to inform about RDA and develop an action plan (RDA Turkey, 2013). RDA training can be considered to be two-way. The first is the training given to raise awareness about what RDA is. The second one is the main training, in which a systematic study and practical method about RDA is developed in theory and practice. At this first stage, it wastried to raise awareness about RDA in Turkey and a method was tried to be developed for theoretical and applied studies. However, educational activities are insufficient and have not spread throughout the country.

Successive trainings on RDA training activities in Turkey in 2013 created a dynamism in RDA.These events are:

1. In İzmir, on March 7-8, 2013, "1. International Conference on Semantic Network and Metadata Systems"

2. "Conference on New Approaches in Information Services and Information Organizing" in Ankara on March 26, 2013 and "RDA, VIAF, BibFramework: Transition to Linked Data in Libraries Conference" in Istanbul

3. "New Bibliographic Universe, RDA and National Initiative Conference" on 27 March 2013in Izmir

4. "Keeping Up to date in Libraries with Semantic Approaches: LOD, Bibliographic Framework, RDA, VIAF Conference" on April 19, 2013

Most of these training conferences wanted to emphasize the theoretical and applied areas of RDA, but did not offer a method for training. In the conduct of the activities, no method was adhered to. It is expected that the RDA will be held with a holistic approach, with educational conferences that progress cumulatively under a common roof. However, it is seen that the activities carried out in this period did not progress systematically.

A study conducted in research libraries, which are used extensively among library types, revealed the perceptions, expectations and awareness of librarians working in these libraries towards RDA. The study gives an idea about RDA education in research libraries in Turkey. According to the findings, it has been revealed that librarians have low level of knowledge andawareness about RDA and they need training on RDA (Atılgan, Özel, & Çakmak, 2014). This study revealed that the activities related to RDA training did not meet the expected expectations.What needs to be done is to raise awareness about education, to make a training plan, to develop a method suitable for this training plan and to provide the necessary materials for training.

CONCLUSION

RDA training; It is essential for understanding and applying RDA. This training can be given through the Department of Information and Records Management and professional organizations, the National Library and information centers. While giving these trainings, a mixed method can be followed in which the theoretical and practical methods are used together.This training can be carried out using many methods such as platforms consisting of online questions, face-to-face workshops, web training seminars and virtual learning environments. Some problems may be encountered while performing these training methods. Factors and difficulties such as subscription to RDA Toolkit, lack of training funds, lack of internet facilities, lack of computer literacy of cataloguers, lack of support from library management, difficulties in training local experts, lack of resources and financial support, inadequate facilities, computer systems, internet facilities, application software An action plan and methodshould be developed. While organizing trainings, these training opportunities should be utilizednot only in central libraries but also in provincial libraries.

Before starting the RDA training, the opinions of the library staff about the training method should be taken. Another important issue is the subjects on which RDA training will be given.Core topics should be identified and the most holistic approach to RDA training should be chosen. In addition, the required time for training should be determined. This period can be determined by considering the institutional workload and personnel opinions. The online RDAtraining materials offered by the Library of Congress must be used regardless of which methodis used. For this, these training materials should be translated into Turkish by adapting them through information and records management departments, professional organizations or libraries. Thus, a rich collection of RDA training materials can be obtained.

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