

# FRBR & RDA:

# Considerations for Public Services Music Librarians

## FRBR & RDA Background

"I describe music in a way that allows you to find it in a library and to determine whether you even want to find it in the first place."  
Hahn, "Dreams," 79Work

"RDA is based on the FRBR model..an important component of the RDA standard are the guidelines..which assign each work a unique identity and presumably allows users to find, identify, and select (and **explore**) these works through online catalogs and discovery tools."  
Kishimoto and Snyder, "Popular Music," 63

Item/ Work Model	FRBR Model	Explanation
Work	Work	Original
Item	Expression	Arrangement
	Manifestation	Edition
	Item	Contains special annotations

Adapted from Vellucci, "FRBE and Music," 133

"For music, FRBR takes the position of the music cataloging community..it considers revisions, versions with added accompaniment, transcriptions, and arrangements to be different expressions of the same work."  
Iseminger, "Works and Expressions in RDA," 47

## Relating FRBR to the ACRL Framework

FRBR, like the threshold concepts of ACRL's Framework for Information Literacy for Higher Education...

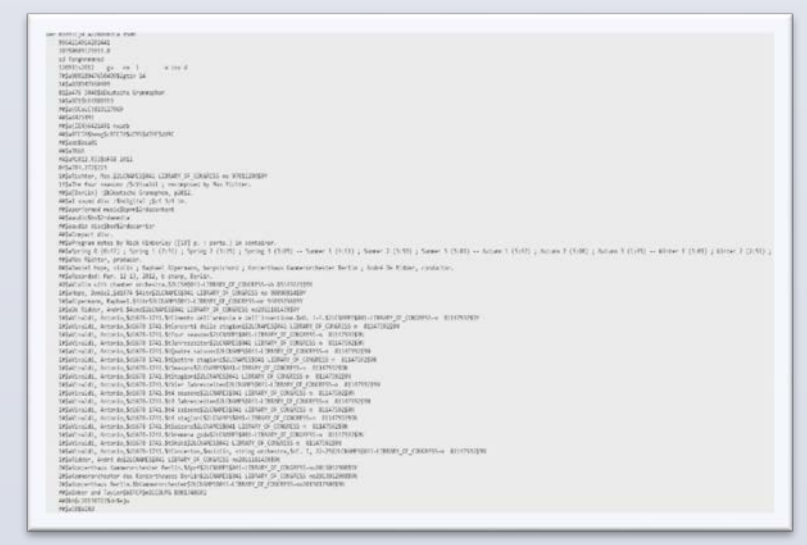
- Works as a "flexible" model.
- Is, "based on interconnected core concepts."
- Promotes assessment and continual scholarship.

It then follows that Music (and Performance Arts) Public Services Librarians' approach to teaching our patrons how to strategically explore the OPAC in a FRBRized world should utilize active learning modules that **motivate** our users to foster the core knowledge practice and dispositions emphasized in the Framework.  
ACRL, "Framework," 1 - 3

"FRBR paints a picture of the core ideas the bibliographic community revolves around, offers a structured way of thinking about library resources, and provides a specific vocabulary that the community can use to discuss aspects of library resources in formal terms."  
Riley, "The FRBR Models", 139

"Since FRBR is a conceptual model, it is open to a variety of interpretations and implementations."  
Zhang and Salaba, "Users Tell Us" 706

## Using Active Learning Modules to Teach FRBR



How do we go from the library lingo of an RDA record that uses FRBR models to a meaningful learning opportunity with our patrons?



## Selected Toolkit

- IFLA FRBR Review Group <https://www.ifla.org/about-the-frbr-review-group>
  - Particularly FRBR Bibliography, FRBRoo and Discussions Lists
- Ester Grassian's Teach IL & Critical Thinking <https://sites.google.com/site/teachinfolit/>
  - Particularly sections I - K
- Active Learning Techniques: An Online Toolbox for Librarians <http://library.mcmaster.ca/instruction/libtoolbox.htm>
- CARLI Toolkit <https://www.carli.illinois.edu/products-services/pub-serv/instruction/ToolkitHomepage>  
(Consortium of Academic and Research Libraries in IL)
- Library of Congress Cataloger's Desktop <https://www.loc.gov/cds/desktop/>

## Future Considerations

"FRBRoo is an interpretation of the FR family of models using object-oriented methodology."  
IFLA, "FRBRoo," <https://www.ifla.org/node/10171>

FRBR and the Framework continue to adapt to benefit the user's environment. For example, FRBRoo is currently in version 2.4. The Framework was finalized in February 2016; however, it went through numerous versions prior to its final publication.

As more research is completed in the areas of user experience and education, Music (and Performance Arts) Public Services Librarian will need to continually vamp up their arsenal of pedagogical tools.

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