

IFLA REGIONAL DIVISION FOR ASIA & OCEANIA PRESENTS

Discovery Tools for Libraries

RDA in Practice: Teaching RDA

Elisa Sze

Education and Orientation Officer, RDA Steering Committee

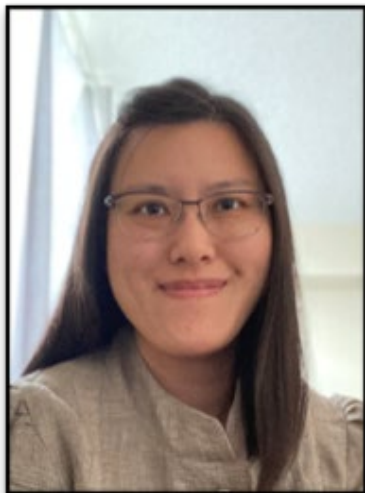
Metadata Librarian, University of Toronto Libraries

Sessional Instructor, Faculty of Information, University of Toronto

2025-06-04



speaker



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Metadata Librarian, University of Toronto Libraries

Sessional Instructor, Faculty of Information, University of Toronto

Member-at-large, Canadian Committee on Cataloguing



Agenda

1. Why use RDA?
 - Basis in IFLA International Cataloguing Principles (ICP) and Library Reference Model (LRM)
2. Tips for training
3. Supporting regional implementations.
 - Case study: RDA training in Canada
4. General supports available

Quick Poll:

Does your library use RDA (either in the “original” or “official” version) for cataloguing?

Go to: <https://www.slido.com>

A horizontal blue bar with rounded ends. On the left, the text "Joining as a participant?" is written in white. To its right is a white rectangular input field with rounded ends, containing the text "# Enter code here" in blue. On the far right of the bar is a blue circular button with a white right-pointing arrow.

Look for “Joining as a participant?” and input this code:

2395440



**Does your library use RDA
(either in the "original" or
"official" version) for
cataloguing?**

Why use RDA?

- *Resource Description and Access* (RDA) is informed by the IFLA *International Cataloguing Principles* (ICP).
- [ICP \(2016\)](#) highlights:
 - **Section 2:** General principles include the convenience of the user, representation, economy, consistency and standardization, interoperability, openness, accessibility.
 - **Section 3:** Cataloguing is about describing **entities** (= abstract classes of “key objects of interest to users”) using **attributes and relationships**.
 - **Section 4:** Cataloguers create a bibliographic description for each manifestation. The description can include attributes or links to attributes.
 - Cataloguers are encouraged to follow the *International Standard for Bibliographic Description* (ISBD).

Why use RDA?

- RDA offers data elements, guidelines, and instructions for creating data for libraries and cultural heritage institutions.
- RDA data will:
 - Help users find, identify, search, obtain, and explore resources
 - Be compatible with flat files (such as card catalogues), bibliographic or authority data files, relational or object-oriented databases, and international models for linked data.
- Linked data is meant to help users discover information across collections in libraries, archives, or other cultural heritage institutions. It can potentially save cataloguers' time for more complex work.

The latest version of RDA is based on the IFLA Library Reference Model (LRM)

Many RDA concepts and terminologies come from LRM or expand on it. LRM models cataloguing as the description of entities and the relationships that exist between entities.

- **Entity** = An abstract **class** of conceptual objects of interest to users
- **Attribute** element = A **property** of an entity
- **Relationship** element = A property that **relates** one entity with another entity within the same model or ontology

LRM is available in several languages including: [English](#), [Chinese](#) (simplified script), [Korean](#), [Portuguese](#), and [Spanish](#)

What are RDA entities?

RDA Toolkit only provides instructions on RDA entities. An “RDA Entity” may be narrowed down to one of these subtypes:

Work
Expression
Manifestation
Item

Agent
Person
Collective Agent
Family
Corporate Body

Nomen
Timespan
Place

What are RDA entities?

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LRM calls these “resource entities”.

See RSC EOO’s [Template RDA Teaching Slides](#) for explanations of each entity.

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These are RDA refinements
of “Collective Agent”.

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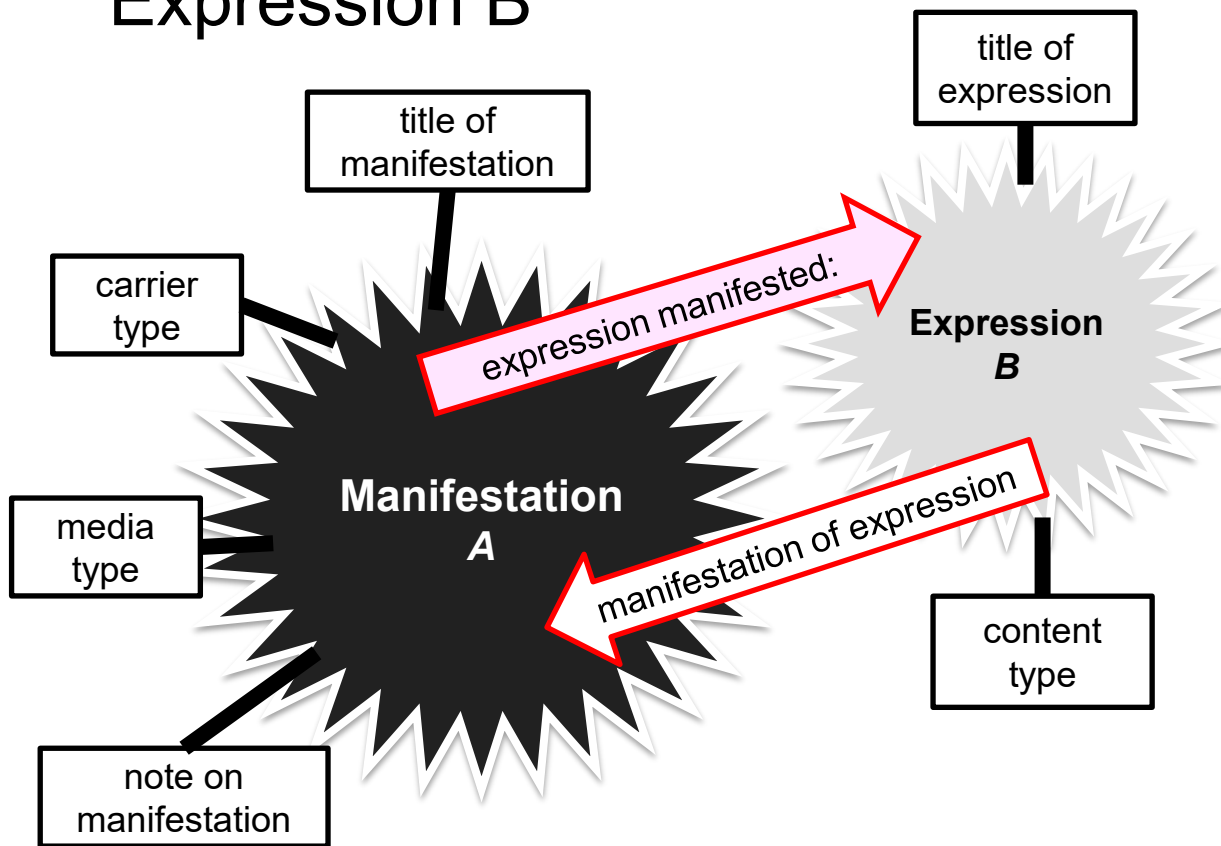
Agent
Person
Collective Agent
Family
Corporate Body



Nomen
Timespan
Place

These come
from LRM.

Metadata description set for Manifestation A and Expression B



Metadata description set for **Manifestation A**:

<has title of manifestation> ...
<has carrier type> ...
<has media type> ...
<has note on manifestation> ...
<has expression manifested> ...

Metadata description set for **Expression B**:

<has title of expression> ...
<has content type> ...
<has manifestation of expression>...

RDA is an international standard

- Some aspects of RDA will be familiar to many cataloguing communities, due to RDA's consideration for ICP and LRM.
- Internationalizing RDA = Communities have more control over how they implement RDA, provided that decisions are LRM-compatible.
- RDA text is maintained by the RDA Steering Committee (RSC).
Current regional representation from Oceania, Europe, and North America. RSC is working towards greater representation from Asia, Africa, and Latin America and the Caribbean.
- Login at <https://access.rdatoolkit.org> or ask for a [free trial](#).

Example of internationalization: RDA element “title proper” in the RDA Registry

[rdam:P30156](#)

(Selected languages listed for demonstration only)

English	Chinese (simplified)	Arabic	Turkish
has title proper	有正题名	له العنوان نفسه	başlık ile ilişkilidir

RDA is compatible with ISBD, MARC 21, and DCMI; RDA can be represented using RDF

- ISBD = International Standard Bibliographic Description.
- RDA elements and value vocabularies are compatible with ISBD and MARC 21 standards.
- Alignments from RDA to ISBD, MARC 21 Bibliographic Format, and MARC 21 Authority Format can be found for free on the RDA Registry
 - *MARC 21 to UNIMARC:*
<https://www.loc.gov/marc/unimarctomarc21.html>
- DCMI = Dublin Core Metadata Initiative
- RDF = Resource description framework, a syntax of linked open data. RDA Registry presents RDF as N-Triples or as RDF/XML.
- Even if your library is not implementing linked data right now, compatibility with RDA will position your data well for future conversion.

Maps for use with RDA vocabularies

Dublin Core Terms

Map from RDA properties to Dublin Core Terms

IFLA LRM

Map from RDA classes to IFLA LRM

Map from RDA properties to IFLA LRM

ISBD

Map from ISBD properties to unconstrained properties derived from RDA

Map from unconstrained ISBD properties to unconstrained properties derived from RDA

Map from unconstrained properties derived from RDA to unconstrained ISBD properties

Lexical URIs in English

Map from canonical to lexical URIs in the RDA properties element sets

MARC 21 formats

Map from RDA properties to MARC 21 Authority encodings

Map from RDA properties to MARC 21 Bibliographic encodings

MARC Relator Codes

Map from unconstrained properties to MARC Code List for Relators

RDA recording methods

This section contains maps to and from RDA element sets and value vocabularies.

We use the term “map” to refer to a set of mappings. We use the term “mapping” to refer to a single relationship between two classes, properties, or concepts taken from different element sets and value vocabularies.

A map is a set of RDF triples representing the semantic relationship between two element sets or value vocabularies.

Some maps are based on [alignments](#). An alignment is usually a comma separated variable file containing general relationships that may ignore the precise semantics embedded in the vocabularies.

RDA Registry:

<https://www.rdaregistry.info>

ENTITIES

GUIDANCE

POLICIES

RESOURCES

All



Search



Welcome To RDA Toolkit

Last Toolkit Release: 2025-02

Profile Login

Username

elisasze

Password

.....

Remember Me ☐

Forgot Password?

Log In

Don't Have an Account?

Subscribe Today

If you're having a problem
with your account, contact
RDA Toolkit
Support

News

All News >

Products

Shop RDA >



Recently Updated Instructions

Element: parallel glass of manufacture of

RDA Toolkit:

<https://access.rdatoolkit.org>

What are “elements”?

- **Elements** are the properties that we use to describe an *entity*.
 - **Attribute element** = a characteristic of an *entity* (Example: “dimensions” of a *manifestation*, “content type” of an *expression*)
 - **Relationship element** = a relationship that one *entity* has with another *entity* (Example: “place of publication” of a *manifestation* or “author person” of a *work*)
- Elements are building blocks for a *metadata description set*.
 - Examples of a *metadata description set*: a bibliographic record, an authority record.
- In linked data applications, elements and values of elements can potentially be re-used and re-combined.

Examples of RDA elements

place of publication = A place that is associated with the publication, release, or issuing of a published manifestation

In RDA Toolkit = “[place of publication](#)”

In RDA Registry = “[has place of publication](#)” (CURIE = rdam:P30088)

Maps to:

- IFLA LRM label “[has association with place](#)” (CURIE = lrm:R33)
- MARC 21 Bibliographic 260 \$a, 264 *1 \$a, 500 \$a, 542 \$k, 008/15-17, or 044 \$a \$b \$c

Examples of RDA elements

name of publisher = A name of an agent who is responsible for publishing a manifestation.

In RDA Toolkit = “[name of publisher](#)”

In RDA Registry = “[has name of publisher](#)” (CURIE = rdam:P30176)

Maps to:

- IFLA LRM label “[is associated with res](#)” (CURIE = lrmer:R1)
- DCMI term “[Publisher](#)”
- MARC 21 Bibliographic 260 \$b, 264 *1 \$b, or 542 \$k

Examples of RDA elements

date of publication = A timespan during which a published manifestation is published, released, or issued.

In RDA Toolkit = “[date of publication](#)”

In RDA Registry = “[has date of publication](#)” (CURIE = rdam:P30011)

Maps to:

- IFLA LRM label “[has association with time-span](#)” (CURIE = lrm:R35)
- DCMI term “[Date Issued](#)”
- MARC 21 Bibliographic 260 \$b, 264 *1 \$b, or 542 \$k

Example: A book with the title proper 紅髮安妮
ISBN 9789864898916



This book is a Chinese translation of a Canadian novel, [Anne of Green Gables](#).

We can say that this book (with ISBN 9789864898916) is a [manifestation](#) of an [expression](#) (in Chinese) of a [work](#) (the Canadian novel, *Anne of Green Gables*).

Example: A book with the title proper 紅髮安妮
ISBN 9789864898916



WorldCat record:

<https://search.worldcat.org/title/1508884736>

Edmonton Public Library record:

<https://epl.bibliocommons.com/v2/record/S5C2666100>

Let's look at some RDA elements for this manifestation separately...

Example: RDA element “identifier for manifestation” [rdam:P30004](#)

RDF triple: Subject – Predicate – Object
value



Example: RDA element “identifier for manifestation” [rdam:P30004](#)

RDF triple: Subject – Predicate – Object

This manifestation – has identifier for manifestation – 9789864898916



A conventional database input might look like this:

Field Label	Value
identifier for manifestation	9789864898916

Examples of more RDA elements, if cataloguing in English



<has place of publication>
Taipei

rdam:P30088

<has name of publisher>
Azoth Books

rdam:P30176

<has date of publication>
2024

rdam:P30011

Examples of more RDA elements, if cataloguing in English



A conventional database input might look like this:

Field Label	Value
Place of publication	Taipei
Name of publisher	Azoth Books
Date of publication	2024

A local public display can still be configured to look like this:

Publication information	Taipei : Azoth Books, 2024
-------------------------	----------------------------

Examples of the same RDA elements, if using IRI (International Resource Identifier)

(Presented for demonstration purpose only)

RDF triple: Subject – Predicate – Object

IRI for subject – IRI for predicate – either IRI or literal for object



<https://www.rdaregistry.info/Elements/m/#P30088>

<https://www.wikidata.org/wiki/Q1867>

This link can be reused elsewhere.

<https://www.rdaregistry.info/Elements/m/#P30176>

Azoth Books

<https://www.rdaregistry.info/Elements/m/#P30011>

<https://www.wikidata.org/wiki/Q49619>

Tips for new users of the “Official” RDA Toolkit, including cataloguers with “Original” Toolkit experience

(The countdown clock for phasing out the Original RDA Toolkit begins in May 2026 and runs for 1 year.)

Dedicate training time for navigation

- Cataloguing instructions can be found in 3 kinds of pages: element pages, Entity pages, and Guidance pages.
- Guidance pages to read first: “Introduction to RDA”, “Objectives and principles governing RDA”, “Data elements”, “Terminology”, “User tasks”, and “Well-formed RDA”.
- RDA “Entity” pages will orient cataloguers around the elements used to describe an entity. (Example: “What elements do I need for describing a **manifestation**?”)
- Cataloguers can also find elements using the “Search” box.

Instead of focusing on original Toolkit rule numbers, focus on the element

- RDA Table of Contents
- + 0: Introduction
- Section 1: Recording Attributes of Manifestation & Item
 - + 1: General Guidelines on Recording Attributes of Manifestations and Items
 - + 2: Identifying Manifestations and Items
 - 3: Describing Carriers
 - 3.0 Purpose and Scope
 - + 3.1 General Guidelines on Describing Carriers
 - + 3.2 Media Type
 - + 3.3 Carrier Type
 - + 3.4 Extent
 - + 3.5 Dimensions
 - + 3.6 Base Material
 - + 3.7 Applied Material
 - + 3.8 Mount
 - + 3.9 Production Method
 - + 3.10 Generation
 - + 3.11 Layout
 - + 3.12 Bibliographic Format
 - + 3.13 Font Size
 - + 3.14 Polarity
 - + 3.15 Reduction Ratio
 - + 3.16 Sound Characteristic
 - + 3.17 Projection Characteristic of Motion Picture Film

[1] 2 3 4 5 6 7 8 9

3.3 Carrier Type LC-PCC PS MLA LAC/BAC-BANQ CORE ELEMENT

3.3.1 Basic Instructions on Recording Carrier Type

3.3.1.1 Scope

carrier type ▼: A categorization reflecting the format of the storage medium and housing of a carrier in combination with the type or intermediation device required to view, play, run, etc., the content of a manifestation.

3.3.1.2 Sources of Information

Use evidence presented by the manifestation itself (or on any accompanying material or container) as the basis for recording a carrier type. Take additional evidence from any source.

3.3.1.3 Recording Carrier Type D-A-CH KBSP

Record a carrier type using one or more of the terms from the following list.

Alternative MLA PS BL PS D-A-CH SKL LAC/BAC-BANQ KBSP

If the manifestation being described consists of more than one carrier type, record only:

a) the carrier type that applies to the predominant part of the manifestation (if there is a predominant part)

or

b) the carrier types that apply to the most substantial parts of the manifestation (including the predominant part, if there is one)

The RDA element is “carrier type”. Therefore, look up “**carrier type**” in the Official RDA Toolkit to find all the instructions for this element.

RDA Element Reference card for an attribute element

- **Domain** = the RDA entity being described by the element
- **Alternate labels** = other labels by which this element is often known
- **Mappings** to Dublin Core Terms, IFLA LRM, and MARC 21 when mapping exists

Entities > [Manifestation](#) > [carrier type](#)

carrier type

Definition and Scope

A categorization reflecting the format of the storage medium and housing of a carrier in combination with the type of intermediation device required to view, play, run, or otherwise access the content of a manifestation.

Element Reference

IRI

<http://rdaregistry.info/Elements/m/P30001>

Domain

[Manifestation](#)

Alternate labels

has carrier type

type of carrier

category of carrier

+ [Dublin Core Terms](#)

+ [IFLA LRM](#)

+ [MARC 21 Bibliographic](#)

RDA Element Reference card for a relationship element

- **Domain** = the RDA entity being described by the element
- **Range** = the other RDA entity in the relationship
- **Alternate labels** = other labels by which this element is often known
- **Mappings** to Dublin Core Terms, IFLA LRM, and MARC 21 when mapping exists

Entities > [Manifestation](#) > [date of publication](#)

date of publication

Definition and Scope

A timespan during which a published manifestation is published, released, or issued.

Element Reference

IRI

<http://rdaregistry.info/Elements/m/P30011>

Domain

[Manifestation](#)

Range

[Timespan](#)

Alternate labels

has date of publication

+ [Dublin Core Terms](#)

+ [IFLA LRM](#)

+ [MARC 21 Authority](#)

+ [MARC 21 Bibliographic](#)

“Original” RDA Toolkit relationship designators (Appendix I and J) are now relationship elements

To find the definition of a relationship element, and instructions for recording those elements, search for the element in the “Official” RDA Toolkit.

I.2 Relationship Designators for Agents Associated with a Work

I.2.1 Relationship Designators for Creator 2013/07 D.A.Ch

Record an appropriate term from the following list with the authorized access point or identifier for a creator of a work (see [19.2 RDA](#)). Apply the general guidelines on using relationship designators at [I.1 RDA](#).

architect: An agent responsible for creating an architectural design, including a pictorial representation intended to show how a building, etc., will look when completed.

Reciprocal relationship: architect of.

landscape architect: An architect responsible for creating landscape works.

Reciprocal relationship: landscape architect of.

artist: An agent responsible for creating a work by conceiving, and often implementing, an original graphic design, drawing, painting, etc.

Reciprocal relationship: artist of.

book artist: An artist responsible for creating art works that exploit the book form or alter its physical structure as part of the content.

Reciprocal relationship: book artist of.

calligrapher: An artist responsible for creating a work of calligraphy where the focus of interest lies in the aesthetic value of its penmanship or graphic artistry, regardless of whether the same person, etc., also authored the inscribed text.

Reciprocal relationship: calligrapher of.

sculptor: An artist responsible for creating a three-dimensional work by modeling, carving, or similar technique.

Reciprocal relationship: sculptor of.

author: An agent responsible for creating a work that is primarily textual in content, regardless of media type or genre. Creation of a new work by paraphrasing, rewriting, or adapting works by another creator, if the modification has substantially changed the nature and content of the original or changed the medium of expression, is included.

Reciprocal relationship: author of.

This is an element now: author agent

Element supertype and subtype

- Some RDA elements can have “broader” elements (“element supertype”) or “narrower” elements (“element subtype”).
- Communities can decide how “broad” or “narrow” an element they want to use.
- Communities should provide an [application profile](#) to tell cataloguers which elements to use.

author person

Related Elements

For broader elements, see

Work: [author agent](#)

Work: [creator person of work](#)

For narrower elements, see

Work: [librettist person](#)

Work: [lyricist person](#)

Work: [rapporteur person](#)

Work: [screenwriter person](#)

For the inverse of this element, see Person: [author person of](#).

Additional tips teaching RDA

Please see “RDA Teaching & Training Tips” handout for more ideas.

<https://rdatoolkit.org>

→ Learning Resources

→ Resources for educators

→ RDA teaching & training tips

RDA

Resource Description & Access

TOOLKIT

This handout offers tips for educators and trainers who plan to incorporate RDA into a course or training program on knowledge organization, metadata schemas, or resource description (including cataloguing).

For questions or comments about this handout, email the author at elisa@rdatoolkit.org.

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RDA Teaching & Training Tips

January 2024

By Elisa Sze, Education & Orientation Officer, RDA Steering Committee

Original Toolkit

University of Toronto Libraries

ENTRIES GUIDANCE POLICIES RESOURCES RDA Only

Log Out

Welcome back, Elisa

Last Toolkit Release: September 2023

Recently Viewed

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Electronic extension plan

2023/10/08 08:10:27 EST

Vocabulary Encoding Schemes: RDA Extension Plan

2023/10/08 08:06:22 EST

Guidance Extension plans

2023/10/08 08:06:22 EST

2023 RDA Update Forum

2023/10/08 08:06:22 EST

2023 RDA Update Forum: The forum and resolution of the RDA Steering Committee

2023/10/08 08:06:22 EST

Why teach RDA?

RDA is a package of data elements, guidelines, and instructions for creating library and cultural heritage resource metadata that are well-formed according to international models for user-focused linked data applications. RDA is both backwards compatible and future facing because it can be used in many data environments to produce flat file data, bibliographic authority data, data in relational/object-oriented databases, or linked open data. Since 2010, RDA has been adopted in 6 continents, and remains an important standard for libraries.

RDA is regularly updated and accessed through the [official RDA Toolkit](#). Users of the original RDA Toolkit (2010-2020) will find that the architecture of the site has changed, but the resulting RDA data will look nearly the same. As Chris Oliver states in *Introducing RDA: A Guide to the Basics After 3R*, “RDA in the original RDA Toolkit and in the new RDA Toolkit is fundamentally the same. It is developed following the same objectives and principles. There are new aspects, but it also continues to support the same ways of working as in the original RDA Toolkit.”

The official RDA Toolkit complies with [current web accessibility standards](#) while improving maintenance of the standard. The alignment with IFLA’s [Library Reference Model \(LRM\)](#), which superseded the Functional Requirements models, and internationalization efforts have contributed new concepts and terminologies to RDA, but the essence of RDA is unchanged.

¹ Chris Oliver. *Introducing RDA: A Guide to the Basics After 3R* (Chicago: ALA Editions, 2021), vii.

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Approaches to teaching RDA

Assumptions	Pedagogical approach	Andragogical approach
The learner	Learning relies on the instructor. Instructors evaluate learning.	Learners are self-directed. Assessment is done by self-evaluation.
Experience	Students have no experience.	Learners have some experience.
Readiness	Students are told what to master in order to make progress.	Any change will spark learners' willingness to learn.
Orientation	Each subject has its own natural sequence of contents to follow.	Learning is organized around real tasks and problems.
Motivation	Students are motivated by external pressures.	Learners seek self-esteem, confidence, and self-actualization.

Adapted from: Clayton Smith and Carson Babich. Chapter 7.4 in Theories of individual and collective learning. <https://ecampusontario.pressbooks.pub/ticl/> CC BY-SA 4.0

How are other regions supporting
RDA adoption and training?

Translations Working Group, RSC

- <https://www.rdatoolkit.org/rsc/translations-working-group>
- Chaired by Szabolcs Dancs, Translations Team Liaison Officer, Hungary.
- The original language of RDA is English. The working group works on translating the RDA text.
- Translations underway:
 - **Partial (vocabularies in the RDA Registry):** Greek, Danish, Dutch, Estonian, German, Turkish, Latvian
 - **Full (vocabularies in the RDA Registry and RDA text):** Italian, Portuguese, Catalan, Chinese (simplified), Chinese (traditional), Norwegian, Spanish, Arabic, French, Finnish

Regional RSC groups

- Each group promotes RDA implementation in their region, helps to develop the RDA standard, shares information, and collects feedback from constituents. Each region has its own terms of reference.
 - [Oceania RDA Committee \(ORDAC\)](#)
 - [European RDA Interest Group \(EURIG\)](#)
 - [North American RDA Committee \(NARDAC\)](#)
- RSC is working with RDA Board members to establish representation from Asia, Africa, and Latin America and the Caribbean.
- Regional representatives share information and are supportive of each other's efforts to increase RDA adoption.

Wider Community Engagement Officer (WCEO)

- This role is currently filled by Charlene Chou, United States.
- The WCEO enables RDA users without regional representatives to still have their voices heard.
- The WCEO works closely with various working groups and other RSC position holders to help promote and develop RDA as an international standard.

Case Study:
Official RDA Toolkit training in Canada

Population of Canada

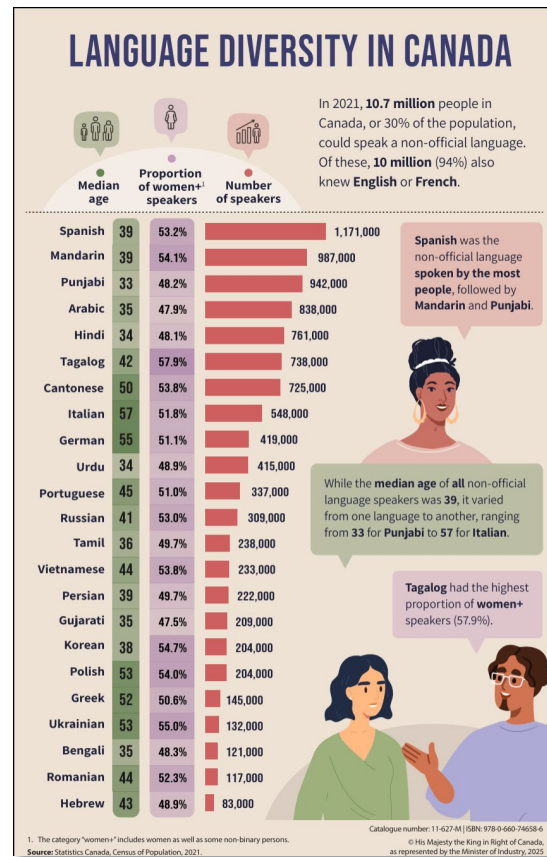
- Canada is a federation of 10 provinces and 3 northern territories.
- Canada has a large geographic area but its population is concentrated to the south.
- Population (2021 census): 36,991,981
- Current population modelling: 41.6 million
- Most of the population lives within 100 km of the Canada-United States border.
- 73% live in an urban centre.
- 5% are Indigenous.

On the map to the right: Red markers show the location of the 8 accredited Masters programs in Library and Information Studies (1 in French, 7 in English).



Languages in Canada

- Official languages: English and French
- Based on the [2021 census](#):
 - 21.4% identify French as their first official language (majority language in Quebec)
 - 75.5% identify English as their first official language (majority language elsewhere)
 - 18% are bilingual in English and French
 - 12.7% speak a non-official language at home
- [30%](#) can speak a non-official language (most frequently spoken: Spanish, Mandarin, Punjabi, Arabic, Hindi)



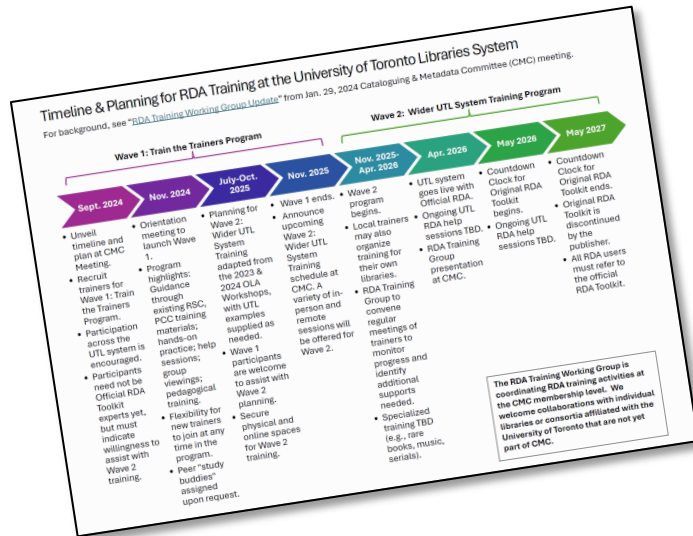
Source: Statistics Canada, Language diversity in Canada, 2025-01-22.

<https://www150.statcan.gc.ca/n1/pub/11-627-m/11-627-m2025007-eng.htm>

RDA Training in Canada Working Group

- We are a grassroots group. We come from universities, public libraries, and a national library across 3 provinces.
- We plan to expand our membership, develop online training in both official languages, and achieve formal status as a national training group.
- Our members have delivered several workshops to date:
 - Ontario Library Association pre-conference in-person workshops in 2023, 2024, and 2025. Materials: <https://ocats.ca/rda-resource-description-access/>
 - British Columbia Library Association pre-conference in-person workshop, “Demystifying RDA” in 2025. Materials: <https://osf.io/3h2ef/>
 - L’Association des bibliothécaires du Québec - Quebec Library Association (ABQLA) webinar series in 2025, “Take a bite of the Official RDA Toolkit”.

RDA Training for Librarians and Staff at University of Toronto Libraries



“Train the trainer” approach for our tri-campus system

Wave 1 (September 2024 - November 2025):

- Recruit trainers from among supervisors and original cataloguers across 3 campuses.
- November 2024 - June 2025: Watch

[Program for Cooperative Cataloging \(PCC\)](#)
[Phase 1 Introductory RDA Training webinars.](#)

Attend an online help session every 2 weeks, hosted by local experts to discuss the contents of each webinar.

- July - November 2025: Plan and prepare training materials.

Timeline & Planning for RCDA Training at the University of Toronto Libraries System
For background, see: [2014-2015 Training Catalogue & Schedule](#) | [2014-2015 Training Catalogue & Schedule](#) | [2014-2015 Training Catalogue & Schedule](#)

Stage 1: Train the Trainers Program

Aug. 2014 | **Sept. 2014** | **Aug.-Oct. 2014** | **Nov. 2014** | **Nov. 2014** | **Dec. 2014** | **Jan. 2015** | **Feb. 2015** | **Mar. 2015** | **Apr. 2015** | **May 2015**

- UMLT** - UMLT program launch and CMC training
- Copyright** - Copyright training for UMLT
- Research** - Research training for UMLT
- Information Literacy** - Information Literacy training for UMLT
- UMLT** - UMLT program launch and CMC training
- Copyright** - Copyright training for UMLT
- Research** - Research training for UMLT
- Information Literacy** - Information Literacy training for UMLT
- UMLT** - UMLT program launch and CMC training
- Copyright** - Copyright training for UMLT
- Research** - Research training for UMLT
- Information Literacy** - Information Literacy training for UMLT

Stage 2: Wider UTL System Training Program

- UMLT** - UMLT program launch and CMC training
- Copyright** - Copyright training for UMLT
- Research** - Research training for UMLT
- Information Literacy** - Information Literacy training for UMLT
- UMLT** - UMLT program launch and CMC training
- Copyright** - Copyright training for UMLT
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- UMLT** - UMLT program launch and CMC training
- Copyright** - Copyright training for UMLT
- Research** - Research training for UMLT
- Information Literacy** - Information Literacy training for UMLT

The RCDA Training Working Group is in the process of developing a training course for the RCDA Training Program. The course will be developed in collaboration with the UMLT program and will be delivered to the UMLT program. The course will be developed in collaboration with the UMLT program and will be delivered to the UMLT program.

- November 2025 - April 2026: Implement wider library system training, with trainers recruited from Wave 1.
- Local trainers may also organize training for their own libraries, to supplement the system-wide training.
- Specialized training to be organized when needed.
(Examples: rare books, music, serials)
- April 2026: Cataloguers begin using Official RDA Toolkit.
- May 2026 - May 2027: Countdown period for the Original RDA Toolkit is underway.

Teaching RDA at the University of Toronto, Faculty of Information ([iSchool](#))

- Master of Information (MI) program
- Optional course: INF2145 Cataloguing and the Creation of Bibliographic Data
- 12 weeks of classes x 3 hours per class
- 1 class on IFLA LRM
- 3 classes on RDA (using Official RDA Toolkit)
- 2 classes on encoding RDA data in MARC 21
- Flipped classroom approach: students read and watch a pre-recorded lecture before class; class time is for review and practice.



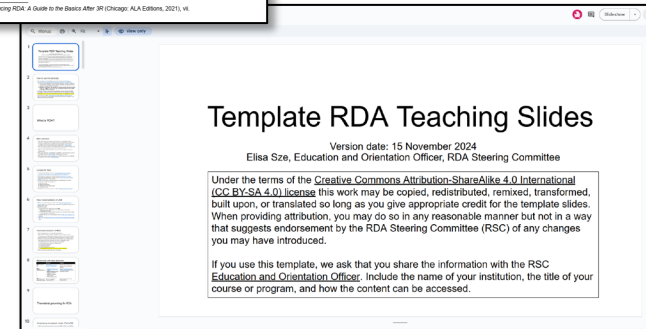
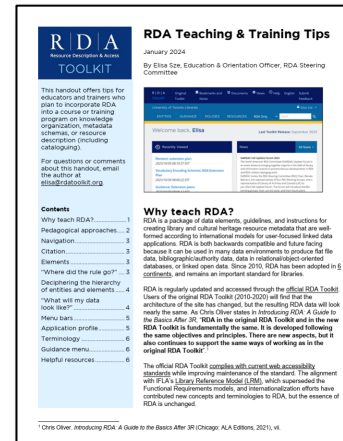
Scan QR code
to view the
[course syllabus](#)

General supports for RDA learning

- [*Introducing RDA: A Guide to the Basics After 3R*](#), by Chris Oliver (Chicago: ALA Editions, 2020)
- [RDA Toolkit YouTube channel](#)
- [RDA Steering Committee \(RSC\) Presentations](#)
- [RDA-L](#) on ALA Connect
- [RDA regional representatives and WCEO](#)
- Elisa Sze, RDA Education and Orientation Officer

Resources to help educators

- [Resources for educators](#)
- [Teaching & training tips](#) (*handout on right*)
- [Template RDA teaching slides](#)
 - [Outline](#)
 - You are welcome to use, adapt, translate, or customize these template slides for free.
 - Permitted uses: see the terms of the Creative Commons [CC-BY-SA 4.0 license](#).



Conclusion

Thank you for this invitation to share RDA information with you.

The RDA Steering Committee welcomes feedback on how to support educators and trainers.

If you have questions or comments about RDA, please contact Elisa Sze, Education and Orientation Officer, at elisa@rdatoolkit.org or elisa.sze@utoronto.ca. I would be happy to hear from you.