**4.3.4 Ontologies Alignment: Education Domain**

| **PERSP Concept** | **EDUCATION Ontology Equivalent** | **Description and Example** |
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| **Eventuality** | **eduont:EducationalSystem** | In PERSP, an eventuality is the raw situation to be reinterpreted. In our context, the educational system—which encompasses both paid and free educational models—is the foundational event.  *Example:* Considering the educational landscape, including traditional (tuition-based) and open-access (free) modalities. |
| **Lens** | **eduont:EconomicLens / eduont:SocialLens** | In PERSP, the lens is the perspective or framework applied to the eventuality. Here, we introduce two lenses: the EconomicLens, which evaluates education on cost, investment, and revenue criteria, and the SocialLens, which assesses it on accessibility, equity, and cultural impact.  *Example:* Evaluating free educational resources primarily through the SocialLens (promoting equity) versus assessing paid education via the EconomicLens (ensuring quality and sustainability). |
| **Attitude** | **eduont:PositiveAttitude / eduont:NegativeAttitude / eduont:NeutralAttitude** | In PERSP, attitude captures the conceptualiser's stance. In our ontology, stakeholder attitudes toward different educational models are categorized similarly.  *Example:* A positive attitude might view paid education as a guarantor of high quality and structure, while a negative attitude might see it as financially burdensome and exclusionary. |
| **Background** | **eduont:ContextualFactors** | PERSP’s background provides the necessary context for interpreting the eventuality and lens. For education, these are the contextual factors—such as economic conditions, technological infrastructure, cultural norms, and educational policies—that influence perceptions.  *Example:* National education policies and digital access rates that inform how free and paid educational resources are perceived. |
| **Cut** | **eduont:PerspectiveShift** | In PERSP, a cut is the reinterpreted view that emerges after applying a lens. In our ontology, the perspective shift represents the transformed interpretation of the educational system once various lenses and stakeholder attitudes have been applied.  *Example:* Reframing paid education not just as a financial burden but as an investment in quality, or free education as a double-edged sword that is empowering yet may compromise structure. |

**5. Elaborate on the Result**

**Overall Impact of the Alignment:**

By aligning our foundational Level 1 ontology with the principles of Cognitive Perspectivisation, we achieve a more nuanced and dynamic model of the educational landscape. This second-level modelling:

* **Enables Dynamic Evaluation:**

Stakeholders can view the educational system through multiple lenses—economic and social—leading to a more comprehensive evaluation of both paid and free educational resources.

* **Incorporates Contextual Realities:**

By integrating contextual factors (eduont:ContextualFactors), the model considers external influences such as policy, culture, and technology, which affect how education is perceived and experienced.

* **Facilitates Perspective Shifts:**

The resulting eduont:PerspectiveShift allows us to capture how interpretations evolve. For instance, what was once seen solely as a costly, exclusive model (paid education) may be reinterpreted as a high-value investment under a different set of conditions.

* **Supports Multifaceted Analysis:**

The model supports both abstract, theoretical reasoning (by treating perspectives as classes) and practical, instance-based analysis (by considering real-world examples of educational systems). This duality enriches our understanding and enables targeted policy recommendations or strategic decisions.

**In Summary:**

The second-level ontology alignment transforms our foundational model into a sophisticated tool that not only categorizes educational systems but also explicates how different evaluation criteria and contextual factors reshape our understanding. This approach provides a dynamic framework for analysing the interplay between paid educational systems and free learning resources, offering deeper insights for both academic research and practical application.

1. **Eventuality:**
   * **Description:** In the PERSP framework, an eventuality refers to a situation or event that is subject to interpretation. It serves as the foundational element upon which perspectives are applied.
   * **Example:** Consider the educational landscape, which includes both traditional (tuition-based) and open-access (free) educational models. This comprehensive view of the educational system represents the eventuality.
2. **Lens:**
   * **Description:** A lens in PERSP denotes the specific perspective or framework through which an eventuality is examined. It shapes the interpretation by highlighting certain aspects while downplaying others.
   * **Example:** Applying an EconomicLens to the educational system focuses on aspects like cost, investment, and revenue, evaluating education based on financial metrics. Conversely, a SocialLens emphasizes accessibility, equity, and cultural impact, assessing education through its societal contributions.
3. **Attitude:**
   * **Description:** Attitude captures the stance or disposition of the conceptualizer towards the eventuality when viewed through a particular lens. It reflects subjective evaluations such as approval, disapproval, or neutrality.
   * **Example:** A stakeholder might exhibit a positive attitude towards paid education, viewing it as a guarantee of high quality and structured learning. Alternatively, another stakeholder might hold a negative attitude, perceiving paid education as financially burdensome and exclusionary.
4. **Background:**
   * **Description:** Background encompasses the contextual information and factors that influence the interpretation of an eventuality. It provides the necessary context for understanding how different lenses and attitudes are applied.
   * **Example:** Factors such as national education policies, economic conditions, technological infrastructure, and cultural norms constitute the background. For instance, a country's digital access rates and educational policies significantly affect perceptions of free and paid educational resources.
5. **Cut:**
   * **Description:** A cut represents the reinterpreted view or perspective that emerges after applying a lens and attitude to an eventuality within its background. It signifies the transformed understanding resulting from this cognitive process.
   * **Example:** After applying the EconomicLens and considering contextual factors, one might reinterpret free education not merely as accessible but also question its sustainability and potential impact on quality. This shift in understanding exemplifies a cut.

**Examples in Context:**

To illustrate the application of the PERSP framework in the education domain, consider the following scenarios:

1. **Scenario 1: Evaluating Free Online Courses**
   * **Eventuality:** The proliferation of free online courses offered by various platforms.
   * **Lens:** SocialLens
   * **Attitude:** PositiveAttitude
   * **Background:** A developing country with limited access to traditional educational resources but widespread internet connectivity.
   * **Cut:** Free online courses are perceived as a vital tool for democratizing education, providing equitable learning opportunities to underserved populations.
2. **Scenario 2: Assessing Tuition-Based University Programs**
   * **Eventuality:** Established universities offering degree programs with substantial tuition fees.
   * **Lens:** EconomicLens
   * **Attitude:** NegativeAttitude
   * **Background:** A country experiencing economic recession, leading to increased student debt and financial strain on families.
   * **Cut:** Paid education is viewed as a financial burden that exacerbates social inequality, prompting calls for more affordable alternatives.
3. **Scenario 3: Blended Learning Models**
   * **Eventuality:** Institutions adopting blended learning models that combine online and in-person instruction.
   * **Lens:** EconomicLens and SocialLens
   * **Attitude:** NeutralAttitude
   * **Background:** A society with diverse learning preferences and varying levels of access to technology.
   * **Cut:** Blended learning is seen as a balanced approach that leverages the strengths of both paid and free educational models, catering to a wide range of student needs.

By applying the PERSP framework, these examples demonstrate how different lenses, attitudes, and contextual factors can lead to varied interpretations of educational phenomena, enriching our understanding and informing more nuanced decision-making.