**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.