

Linked Open Data
at the
Vienna University of Technology
A case study about research data

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April 12, 2016

Abstract

A report about Linked Open Data, how they help to improve processes in a university context and how they can successfully be applied at the Vienna University of Technology. Especially this paper aims to understand best practices regarding the applicability of Linked Open Data in university settings, major benefits, challenges and barriers of an according implementation. Further the most important stakeholders will be identified and major use cases explored in a case study. The report ends with a proposal of a generic technical architecture.

The work was done in three different shapes to match the three major stakeholders: researcher, students and administration staffs. This work focus on researcher, the other two papers are referenced in this report.

Keywords. Linked Open Data, University, Case Study

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1 Introduction

While the pressure on governments and public organizations to release *Open Data (OD)* has significantly grown with the spread of information systems there has been also a need for *linking* these data from various sources to understand the information in a contextual sense.

As OD includes non-confidential data any restrictions in distribution are prohibited and information is funded only by public money [6]. The application domain for OD providers is not restricted by its nature in any way including from traffic, weather and public transport to name a few. However, exclusively exposing public assets is not enough, in addition establishing a feedback loop facilitates an ongoing adaption to the stakeholders concerns.

The World Wide Web has proven great success in spreading knowledge of various data sources all over the world. The building blocks of the Web are documents and links building a shared, global and connected information source. This can be seen as the key success factor in its nearly unconstrained growth [7]. *Linked Data (LD)* has adopted these principles of publishing and connecting data realized as machine-readable, structured data connected to various data sets which in turn are linked to different data sets.

Berners-Lee [8] developed a five star deployment scheme classifying OD. The scheme ranges from a one star rating covering proprietary data formats (e.g. Portable Document Format (PDF)) to a five rating including machine-readable formats using open standards with links to other data sets.

Although LOD offers universities new opportunities for providing unprecedented insight into its core activities and ease application development, a major **problem** is that **LOD has not been widely adopted by universities yet**. Even though there are a few examples [11] of publishing university related data sets as LOD there has been little knowledge of its usage for publishing university related information.

To answer the research questions stated in the next sub-section we conducted interviews at the Vienna University of Technology. In particular **the context of this work are research data**, though there exist papers investigating similar research questions but with different context: Gamerith [9] (administration data) and Haller [10] (data concerning students).

The remainder of this section states the addressed research questions, describes the contributions of this work and gives an overview of the structure of this paper.

1.1 Research Questions

The fundamental research question we investigate is:

How can Linked Open Data help to improve processes in a university context and how can it be successfully applied?

More concrete, this paper concentrates on the following four research questions:

RQ1: What are best practices regarding the applicability of Linked Open Data in university settings? At the time of writing this paper there are no established best practices for the use of LOD due to its little adoption in university settings. For this very reason it is crucial to identify strengths and limitations from previous experiences of using LOD as the foundation of information systems [11].

RQ2: What are major benefits and barriers for each stakeholder and what are useful use cases? We identified three different stakeholders *Students, Researchers* and *Administration staff*. However, focus of this work are researchers. Since the success of any new technology highly depends on their acceptance concerns of each target group needs examination. Furthermore, use cases are important to showcase profits and shortcomings.

RQ3: What are major challenges for the implementation of a Linked Open Data solution? As the implementation of a LOD solution is a time consuming task the knowledge of probable challenges from a technical perspective as well as from a management perspective is key to a successful adoption.

RQ4: How would a prototypical implementation of a publication framework based on Linked Open Data look like? Among the definition of building blocks for a publication framework of university related assets a high level picture of the overall architecture needs to be drawn to give implementers and LOD experts a common understanding of the system. Next, defining sample ontologies representing selected assets of the university domain draws concrete examples of how LOD data might look like.

1.2 Methodology

Finding an answer for the research questions above has led to the following three methodologies:

A coordinated set of semi-structured interviews To answer research questions RQ2-RQ4, we interviewed a selected set of *researcher*. Semi-structured interviews were selected as the means for data collection because they are well suited for exploring the impressions and interests of the interviewees like in a discussion while still following a defined structure.

Literature Review Undertaking a literature review to justify scientific contributions and making sound conclusions is an established practice in any scientific community. Since our scientific work targets to the Semantic Web community we made some pre-assumptions about a basic understanding of the technologies and concepts used in that respective area. More specifically, we assume a basic understanding of the concept of an ontology and some pre-knowledge about ontology description languages.

Conceptual System Design The development of applications based on LOD requires a methodology facilitating a common understanding of the overall system infrastructure. Therefore we designed a conceptual model of a prototypical implementation of a publication framework based on LOD.

1.3 Contributions

The work in this paper mainly contributes to different aspects which need to be considered when designing and implementing an application driven by LOD. More precisely, our contributions can be categorized into the following four areas:

1. Identifying best practices for Linked Open Data in university settings. Information systems needs to cope with vast amount of data nowadays growing the need to efficiently handle Linked Data as well. We gave a brief overview of existing research work in that area, in particular, we compared the benefits and shortcomings in existing LOD solutions.

2. Finding benefits/barriers including additional use cases for stakeholders. As with every software project the very first phase of the Software Development Lifecycle (SDLC) is *evaluating of requirements*. As LOD driven software has additional requirements to the accessibility of data and their organization we investigated if the overhead compared to an established technology (e.g. a database based solution) is feasible. A set of selected *researcher* are interviewed at the Vienna University of Technology. Additionally we proposed several use cases emphasizing their point of view.

3. Discovering possible obstacles for implementers of a Linked Open Data solution. As the application domain for a Linked Data is limited to the university context our work includes LOD driven applications resulting from our conducted interviews.

4. Sketching a prototypical implementation of a publication framework driven by Linked Open Data. The proposed publication framework covers the whole process of data provision, requirement analysis and application development designed for but not limited to university related assets.

1.4 Structure of this Paper

This paper is structured as follows:

- Section 2 provides a summary of existing efforts regarding Linked Data principles in university contexts to cover RQ1.
- Section 3 discusses the used methodology (subsection 3.1) and results (subsection 3.2) concerning RQ2 and RQ3 done by a case study with researchers.
- Section 4 shows a prototypical implementation for a publication framework of educational assets in subsection 4.1, while subsection 4.2 proposes a technical architecture for the application of Linked Open Data principles in educational environments.
- In the last Section 5 conclusions and future investigations are discussed.

Whereas section 4 is particularly intended for readers familiar with software architectures, the remaining sections do not necessarily require a deeper understanding. A general understanding of the Linked Open Data principles is necessary and a general understanding of Semantic Web technologies for the whole paper is recommended, though.

2 Related work (RQ1)

This section gives a brief overview of existing work relating to Linked Open Data (LOD) in university contexts. In particular we investigate experiences and established practices in that area. Fortunately there has been plenty of work done especially around Linked Universities (section 2.1), an alliance of european universities. Next we introduce the LinkedUp project (section 2.2), which tries to combine several of those facilitating a uniform view of these concepts. Then we shortly describe the Austrian Open Data project (section 2.3), managed by the austrian government, and at last the Linked Data for Libraries (LD4L) project (section 2.4), which aims to interlink various university libraries.

2.1 Linked Universities

One of the most important university projects in the world of LD are the LinkedUniversities. They are “*an alliance of european universities engaged into exposing their public data as linked data*” d’Aquin, Kessler, and Kauppinen [12], providing help and knowledge for other universities who wants to implement LD-Systems in their infrastructure. Addressing the problem of connecting data and developing new sites by inexperienced universities, the alliance provide information so they don’t have to be re-learned. For this purpose the LinkedUniversities offering a portal as collaborative space with common vocabularies and practices for reusing, describing and sharing.

Their goals are: ¹

- “Identify, support and develop common linked data vocabularies, usable accross universities for common concepts such as courses, qualifications, educational material, etc.”
- “Describe reusable recipes, and share reusable tools, for exposing linked data in universities”
- “Support, through experience sharing and reuse, initiatives towards exposing university data as linked data”

Country	University	Responsible
UK	The Open University	Mathieu d’Aquin, Stefan Dietze
Germany	University of Münster	Carsten Kessler
Finland	Aalto University	Tomi Kauppinen
UK	University of Southampton	Christopher Gutteridge
Sweden	Royal Institute of Technology (KTH) / MetaSolutions AB	Hannes Ebner
Greece	Aristotle University of Thessaloniki	Charalampos Bratsas
Turkey	Ege University	Oguz Dikenelli
Czechia	Charles University	Jakub Klímek
Spain	Universitat Pompeu Fabra	Jorge Pantoja

Figure 1: Members of the Linked Universities ²

2.1.1 Data sets and Endpoints of the Linked Universities

All universities participating in Linked Universities provide endpoints for all different kinds of Linked Data.

The Linked Universities project provides a list of participating universities together with endpoints offering Linked Open Data. Unfortunately up to the time of writing this paper not all endpoints listed at the member page³ are online.

¹d’Aquin, Kessler, and Kauppinen [12]

³<http://linkeduniversities.org/lu/index.php/datasets-and-endpoints/index.html>

The table 2.1.1 shows selected universities together with online SPARQL endpoints and data catalogs:.

University	Data Set	SPARQL Endpoint
Open University	http://data.open.ac.uk	http://data.open.ac.uk/query
University of Southampton	http://data.southampton.ac.uk	http://sparql.data.southampton.ac.uk
Aalto University	http://data.aalto.fi	http://data.aalto.fi/endpoint
University of Muenster	http://data.uni-muenster.de	http://data.uni-muenster.de/php/sparql
University of Pompeu Fabra	http://data.upf.edu/en/linked_data	http://data.upf.edu/en/sparql

Figure 2: SPARQL endpoints and data catalogs of selected members of Linked Universities

2.1.2 Example: The Open University and the LUCERO Project

LUCERO (Linking University Content for Education and Research Online) was a project from the Open University, funded for 1 year by the JISC Information Environment 2011 Programme under the call Deposit of research outputs and Exposing digital content for education and research. Aim of the project was to “ *scope, prototype, pilot and evaluate reusable, cost-effective solutions relying on linked data for exposing and connecting educational and research content*”⁴. The projects connected with other organizations through LinkedUniversities.org to gather common issues and practices. They outcome was the first university linked data platform, <http://data.open.ac.uk/>, with much impact on The Open University and the education community.

⁴d’Aquin, Zablith, Motta, *et al.* [13]

2.2 LinkedUp project - Linking Web Data for Education

The LinkedUp project⁵ is a project funded by the European Commission aimed at pushing forward the exploitation and adoption of Linked Open Data in educational organizations and institutions. This project started on the 1st November 2012 and lasted about 2 years.

More specifically, the projects main objectives are:

- **Open Web Data Success Stories**

The identification of innovative success stories using tools and data sets in the education sector helps at spreading knowledge and awareness of Linked Data principles.

- **Web Data Curation**

The collection of relevant educational data sets facilitate the integration of third party data and applications.

- **Evaluation Framework for Open Web Data Applications**

Evaluation of successful large scale applications driven by Linked Open Data promotes the adoption of Linked Open Data especially in educational contexts.

- **Technology Transfer in the Education Sector**

The promotion of Linked Open Data technologies is an explicit goal of the LinkedUp project.

The outcome of the LinkedUp project to investigate the goals listed above are several so-called “*deliverables*”⁶.

Below, there is a list of the most relevant deliverables:

2.2.1 State of the art and data assessment

In this report [14] a comprehensive study on the developments in the field of Linked Data and related fields of educational data mining and learning analytics is given. The report resulted from a collaboration between the Leibniz University of Hannover, the Open Knowledge Foundation, the Open Universiteit Nederland, the Open University, Elsevier and Exact Learning Solutions. The authors first briefly describe fundamental technologies and concepts, namely Linked Data, educational data mining and learning analytics used throughout the paper. Several candidates representing each of the two basic data mining principles (*data harvesting* and *distributed search*) for heterogeneous data sets are presented. The field of learning analytics focuses on techniques targeted at analyzing and understanding educational learning processes and environments. A complete discussion on this topic though, was out of scope since this is a relatively new research area. Next, challenges and barriers concerning the heterogeneity of open educational resources are investigated. Techniques trying to solve isolated data sets include *schema mapping* and *classification and clustering*. Finally, data sets from the LinkedUp repository⁷ and possible legal obstacles and solutions to these are assessed.

2.2.2 The LinkedUp Challenge(s)

The LinkedUp Challenge⁸ was organized as three separate challenges *Veni*, *Vidi* and *Vici* ending on October 2013, April 2014 and November 2014 respectively. While the goal of the first competition (*Veni*) was developing a “*prototype or demo that uses linked and/or open data for educational purposes*”, the *Vidi* challenge was targeted at finding “*innovative and robust prototypes and demos for tools, which still may contain bugs, as long as it has a stable set of features and there is some proof that us can be deployed on a realistic scale*”. The rationale of the latter, yet more advanced challenge was to build “*advanced prototypes and tools that should be mature and stable; it should be used or have been used by a fair amount of users on a realistic scale*” [15]. The combined goal though was to promote creativity and innovation in ways to mash-up and link educational resources and services. In addition, companies, universities and government agencies were encouraged to share and (cross-)link to educational and non-educational assets.

⁵<http://linkedup-project.eu/>

⁶<http://linkedup-project.eu/resources/deliverables/>

⁷<http://data.linkededucation.org/linkedup/catalog/browse/>

⁸<http://linkedup-challenge.org/>

The winner for Veni was **Polimedia**⁹, an application facilitating large-scale, cross-media analysis of the coverage of political events. **Tuvalabs**¹⁰ won the first place of the Vidi competition aimed at transforming open data into opportunities for meaningful teaching and learning, equipping teachers and students with high quality, consolidated data sets. Finally, **Flax** (Flexible Language Acquisition)¹¹, the winner of the Vici competition, was designed to automate the production and delivery of interactive digital language collections and targeted to non-expert users (e.g. language teachers, language learners, subject specialists, instructional design and e-learning support teams).

2.2.3 Evaluation Framework

Drachsler, Stoyanov, Guy, *et al.* [16] proposed an evaluation framework throughout the three web open educational data competitions Veni, Vidi and Vici, described in detail in the last paragraph. The aim of the evaluation framework was to evaluate the usefulness, usability, acceptance and appropriateness of the contributions to the LinkedUp challenges. Therefore experts had to define and/or refine assessment criteria and indicators for measuring the quality of the framework. Practically the frameworks usefulness and ease of use was tested through a questionnaire and interviews. A detailed questionnaire for each of the three challenges as well as the final version of the evaluation framework are accessible at [16].

⁹<http://www.polimedia.nl/>

¹⁰<https://tuvalabs.com/>

¹¹<http://flax.nzdl.org/>

2.3 Austrian Open Data

In Austria datasets of various governmental units from different areas of life are exposed on the open data portal `data.gv.at`. Whereas this data portal is restricted to governmental units¹², `opendataportal.at` provides a platform for anyone who wants to share data in an open way. In both cases the category '*Bildung und Forschung*' (German for education and research) is especially of interest for (Linked) Open Data initiatives at Austrian universities. Overall, the published data sets are mainly localizing points of interest (libraries, museums and universities) and apart of the Vienna University of Economics more specific information like provided courses and curricula has not been published yet about universities. In fact, the Vienna University of Economics is already active and publishes mainly course information and library collections in a machine-readable and open way on their open data portal `data.wu.ac.at` and on `opendataportal.at`. All in all the amount of data concerning education and research on the mentioned Austrian data portals is negligibly at the moment of writing.

Meanwhile data is exposed in machine-readable and open formats, there has been little effort taken to provide it as Linked Open Data. However, Christian Weiss has designed a system¹³ in connection with his master thesis¹⁴ to provide a subset of the Open Government Data provided by Vienna (`data.wien.gv.at`) as Linked Open Data. In the same year 2013 the project LODPilot¹⁵ was initiated to create an infrastructure to provide the basic datasets published on `data.gv.at` and `data.wien.gv.at` as Linked Open Data.

Beside the open data portals, `Wegweiser`¹⁶ is an early attempt of a set of Austrian universities to share information of public interest like course information, curricula and building plans in an open way. The information on `Wegweiser` is served only in a human readable format and therefore not easily processable by computers so that applications based on it can difficultly evolve. Furthermore, the service is not maintained anymore and outdated. `Open Street Maps`¹⁷ is a global service that make spatial information of Austria (a.o.), which has been collected by an open community, available in an open way. The University of Leipzig has built an infrastructure to provide this collected information as Linked Open Data with the project named `LinkedGeoData`¹⁸. `DBPedia`¹⁹ is another project of the mentioned university that extracts knowledge from Wikipedia and transforms it into Linked Open Data. For example, `DBPedia` contains a machine-processable description of the Vienna University of Technology²⁰. `Wikidata`²¹ is a project similar to `DBPedia` and also provides knowledge about Austria in a machine-processable format.

¹²Member of 'Cooperation OGD Austria'

¹³<http://cweiss.net/lod/> last accessed on 15.03.2016

¹⁴C. Weiss, 'Transferring Open Government Data into the global Linked Open Data Cloud', 2013

¹⁵<http://lodpilot.at/>

¹⁶<http://www.wegweiser.ac.at/>

¹⁷<https://www.openstreetmap.org/>

¹⁸<http://linkedgeo.org/About>

¹⁹<http://wiki.dbpedia.org/>

²⁰http://dbpedia.org/page/Vienna_University_of_Technology

²¹<https://www.wikidata.org/>

2.4 Linked Data for Libraries (LD4L)

The project “Linked Data for Libraries” (LD4L) is a collaboration of the Cornell University Library²², the Harvard Library Innovation Lab²³, and the Stanford University Libraries²⁴, and is funded by a nearly \$1 million two-year grant from the Andrew W. Mellon Foundation. “The project aim to create a Scholarly Resource Semantic Information Store (SRSIS) model that works both within individual institutions and through a coordinated, extensible network of Linked Open Data to capture the intellectual value that librarians and other domain experts and scholars add to information resources when they describe, annotate, organize, select, and use those resources, together with the social value evident from patterns of usage.”²⁵.

The project build on existing previous work including:

- VIVO²⁶
a semantic web system and data interchange standard for describing researchers and scholars in the context of their research and scholarship
- Project Hydra²⁷
a software framework and community focused on creating digital repositories and collections, together with user workflows
- BIBFRAME²⁸
a project of the Library of Congress and Zepheira to create a linked data standard with which libraries can describe and exchange bibliographic information about scholarly resources

The result was an open source extensible LD4L ontology compatible with VIVO ontology, BIBFRAME, and other existing library LOD efforts, an open source LD4L semantic editing, display, and discovery system, implemented into the existing existing online library systems of the universities and a Project Hydra compatible interface to LD4L, using ActiveTriples to support Blacklight search across multiple LD4L instances²⁹. The code sources are available at github³⁰.

Important: this is *not* a Linked *Open* Data project but a Linked Data project. The results are open source code projects, not endpoints like from the LinkedUniversities.

²²<http://www.library.cornell.edu/>

²³<http://librarylab.law.harvard.edu/>

²⁴<http://library.stanford.edu/>

²⁵Project Team [17]

²⁶<http://vivoweb.org/>

²⁷<http://projecthydra.org/>

²⁸<http://www.loc.gov/bibframe/>

²⁹Project Team [18]

³⁰<https://github.com/ld4l>

3 Benefits and Challenges using LOD (RQ2 & RQ3)

As mentioned in the introduction, we identified *students*, *researchers* and *administration employees* as import stakeholders at a university. This chapter describes the methodology and results of the conducted case study involving researcher. The essential question of the case study was RQ2 (“*What are major benefits and barriers for each stakeholder and what are useful use cases?*”) and RQ3 (“*What are major challenges for the implementation of a Linked Open Data solution?*”) A case study concerning students was conducted by Kevin Haller [10] and another one concerning administration employees by Stefan Gamerith [9].

The first section of this chapter describes the applied methodology (see section 3.1). The second section evaluates and analyzes the results of the case study, investigating the possible benefits, barriers and challenges of some use cases and a general view at the interviewees (see section 3.2).

3.1 Methodology

In this study the data were acquired by a coordinated set of semi-structured interviews. As mentioned the stakeholders were classified into three groups (*administrative staff*, *students* and *researchers*) and therefore three different versions of the questionnaire but with joint parts for statistically evaluation were worked out. For each version exists an according paper, in this work only the category “researcher” will be described.

3.1.1 Design of questionnaire

The main purpose of the interviews were the collecting of the stakeholders thoughts, needs and knowledge, so the method of a *semi-structured* interview was chosen. A *fully structured interview* would not be adequate because of its strict character allowing only predefined answers and a *unstructured interview* would be too difficult to analyze. In contrast a *semi-structured* interview let the interviewer freedom to decide, which question to ask next in dependence on the development of the conversation - this allows the freedom to express and evaluate new ideas without being being constrained by a fixed order of planned questions.

After choosing the method the questionnaire was defined to use as guideline during the interviews. To allow a general, generic shared analyze of the interviewees the team decided to mix open questions from the semi-structured model with closed questions with fixed, predefined questions. The result had four parts:

1. General question about the interviewee for classification, about his/her work
2. General question about the interviewee’s knowledge in general technical and LOD context.
3. Explanation of LD, followed by a specific set of questions targeting the thoughts and opinions of the interviewee about presented use cases and example application. Motivation of this part is to introduce the interviewee to LOD if it is an unknown topic and let him/her start to think about LOD to prepare the next part
4. Wide open Questions to explore and find use cases and existing data sources for LOD application at the university.

Part 1 and 2 are used for a general statistical evaluation (see section 3.2.1). In Part 3 were two concrete use cases proposed: publishing (meta-)data from the library similar to the LD4D project (see 2.4) and publishing the publication data of the university from the publication database, according to the similar “Open Research Online”³¹ endpoint from the Open University.

The list above represents indeed the order of the parts addressed during the interview, but due the semi-structured design the questionnaire allowed variance in part 3 and 4. E.g. could the length and depth of the LOD introduction be adopted to the level of expertise of the interview partner.

3.1.2 Data Validity and Quality

To ensure both a continuous conversation flow and a high quality recording of the spoken words, the interviews were conducted in teams of two researchers. One researcher, who was the moderator and one, who had the task to collect data by writing valuable contributions onto a logging sheet.

³¹<http://data.open.ac.uk/page/context/oro>

This approach was chosen, because the attempt to moderate a interview and to simultaneously log it by the same person may lead to the lose of valuable contributions or a frequently interrupted conversation. Further to avoid too detailed notes all interviews were additionally audio recorded so no information was lost and the second researcher could easier follow the interview and make more valuable notes. As result the data are available as interview notes and audio records and further the evaluation could be done without replay the whole interview or transcribe it.

3.1.3 Description of interviewed people

As mentioned the interviewees of this study were chosen according to the category “*Research*”, so the interview partner were active researcher in various fields. Altogether four interviews were done. Because of the technical character of LOD the chosen people are all technically experienced so they are able to imagine use cases at the university - for a detailed describtion of the interviewees background see section 3.2.1.

3.2 Results

After giving a detailed description of the used methodology in the previous subsection this subsection contains the interviews outcome. First the general questions about the interviewees background are evaluated and interpreted. Because this part was included in all three questionnaires, this part also includes data from the other reports for comparing the data, but only the data from the researcher interviews are interpreted. In the next parts, the use case of the library data and publication data are evaluated and their potential benefits, barriers and disadvantages analyzed. In the last part, the ideas and mentions from the open questions are evaluated.

3.2.1 General statistically evaluation of the interviewees background

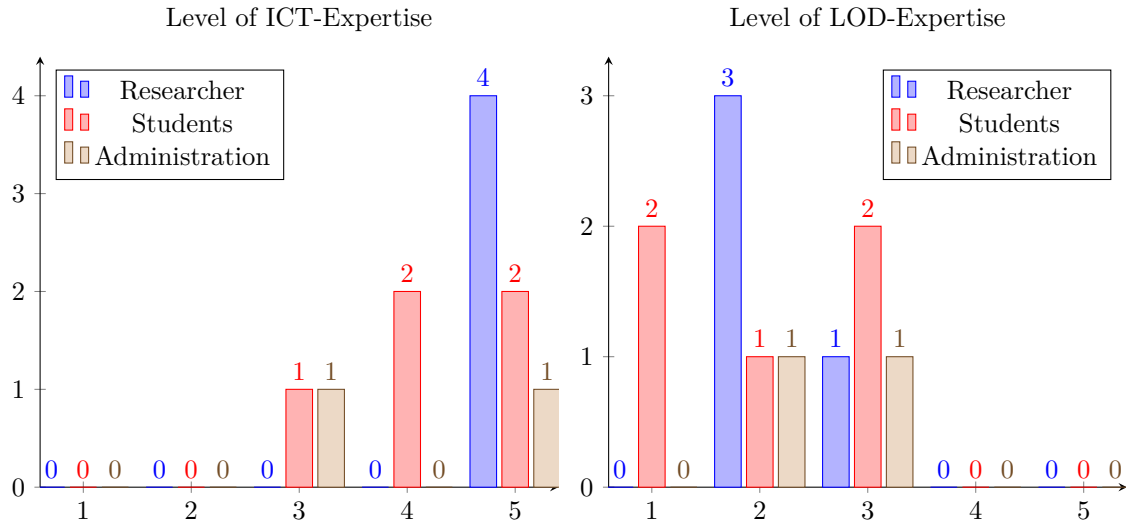


Figure 3: Level of Experience

The first part of the interview aimed to categorize the interview partners and to understand their background. They had to estimate their level of expertise in the field of Information & Communication Technologies and in the field of Linked Open Data in a formal way and describe their daily work and responsibilities at the university. This part was identical in all three interview series (administration, students and researcher), so the result can be compared. The levels of expertise can be seen in figure 3.2.1 and the according rating scales in table 3.2.1. For a detailed description of the administration and student interviews see the corresponding reports Gamerith [9] (administration data) and Haller [10] (data concerning students).

Tough all four research-interviewees had a high expertise in ICTs, their expertise in LOD are mainly unincisive, although everyone already knew the concept of LOD. This can easily explained by their research fields (see table 3.2.1): everyone works in a technical context.

This could be seen as advantage as well as disadvantage. On the one hand the interviewed persons needed lesser effort to understand the benefits of LOD and could easier imagine further use cases and possible data sets for LOD. But on the other hand, their perspectives were in some way restricted by their profession - a more divergent angle of view may be interesting for further studies to explore more “non-technical” use cases. But for an initial study like this one it may be enough.

3.2.2 General results

In this section we describe general results which not applied to one of the described use cases. This mainly involved the common attitudes, thoughts and doubts for LOD of the interviewed persons.

3.2.2.1 General benefits

All interview partners strongly welcomed the idea of LOD and LOD application at the university. Everyone of them could imagine a LOD project despite of possible challenges or problems, they rated clearly the benefits over them. The opportunity to develop new ideas based on an access to open data was very common liked across all questions. One important point was to divide and free

Value	ICT	LOD
1	Fundamental	I never heard of Linked Open Data.
2	Novice	I heard of Linked Open Data, but never used it.
3	Intermediate	I used Linked Open Data in a not intense way. E.g. as part of a workshop or home project.
4	Advanced	I used Linked Open Data in a practical project.
5	Expert	I used Linked Open Data in several practical projects and consider myself an expert in Linked Open Data.

Figure 4: Rating scales for the level of expertise in the field of ICT and LOD.

ID	Assignment	Date of interview
A	research & teaching in HCI	15.12.2015
B	research in information retrieval	04.12.2015
C	research transfer	23.11.2015
D	research in audio and video analysis	24.11.2016

Figure 5: Background information of the interviewees and the corresponding interviews.

the data from their original purpose and application to create context-independent ideas. It was suggested to publish as many data as possible as LOD and then let (master) students in courses and projects make application based on this data without strict restrictions and goals.

3.2.2.2 General challenges

One of the most frequently mentioned challenges was costs in terms of money and work, followed by data quality and administration.

Costs in term of money may be a small challenge if a LOD project stays at a local university context but may raise proportional if the project move to a higher level like Austria- or Europe-wide. In terms of work the challenges are mainly bureaucracy to manage the project and in the maintenance of a living system. This has also a strong connection to the challenge of data quality, a crucial point of real time LOD. If they get outdated, they get useless and therefore a huge investigation of time and work has be done in this area to ensure a high quality of the data.

Another mentioned challenge was the communication between technically experienced stakeholders and lesser experienced stakeholders which hold the domain knowledge. Therefore a proper ontology must be found to fit both needs and simultaneously describes the data sufficiently. Also this ontology has to be maintained to always fit the needs and data appropriately.

Further some of the interviewees pointed out the way of making the LOD available. To stimulate and motivate other people to work with the data interfaces, they have to know that they exists. Furthermore it won't be successful to just put the data to an endpoint, instead the students, other stakeholder and interested people need to actively be informed about the benefits and availability (e.g. in a way described in the previous section 3.2.2.1).

3.2.3 Library data

Use case This question aimed for a use case similar to the LD4L project (described in Section 2.4). The proposed scenario was to publish the data or meta-data of the university library (and all of its specialized libraries) as LOD and provide an application to access the data. A further option of this scenario would be an interlinking to other LOD data sets, e.g. from the publisher “Springer”³² or to other universities like LD4L do it.

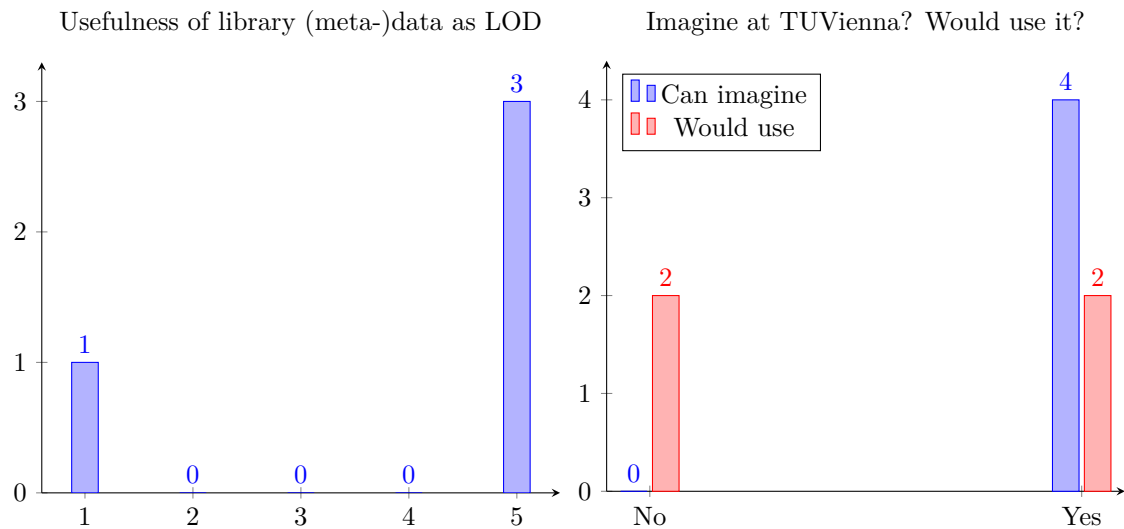


Figure 6: Usefulness of library (meta-)data as LOD

Statistically evaluation It can be seen in Figure 3.2.3 that the interviewed persons strongly agreed to the scenario (found it “extremely useful”) and could imagine a similar project at the TU Vienna. Only one interviewee found it difficult to see advantages and therefore argued that he wouldn’t use it. He argued that this use case is already covered by Google Scholar³³. Another one found it indeed useful in a general context but not for his own work.

Needs, potential benefits As stated, all of the interviewed persons could imagine a similar project. One of the main reasons of the strong acceptance was the current interface of the library website³⁴, which only allows a search with only a few, specified parameters (see Figure 3.2.3). Also the physical search in the library itself was claimed due to a lack of orientation and knowledge about the position of e.g. a searched book. Both point of criticism are expected to vanish by an open access to the data and appropriate applications, which provides a detailed and personalizable search interface.

Furthermore an open access to the data was seen as a chance for everyone to interact with it and as opportunity to stimulate creativity of the people.

Notes For an implementation of such a LOD system of the library data the Union of Libraries and Service GmbH (OBVSG)³⁵ needs to be involved because of the membership of the university library. They manage and maintain the information systems and data stock.

Barriers, potential disadvantages The library institution was very conservative perceived with skepticism, refusals and resentment against new ideas, especially in a technical term. It was stated by some interviewees, that this kind of project would only be seen as an extra amount of work in the library and not as an opportunity.

Beside the expected opposition there was also a real amount of work estimated by the interviewees. In particular there would be an effort to invest in digitizing books and keep this data up-to-date. This would be an important part of the project, otherwise the data would lose there value - not

³²<http://lod.springer.com/data/search>

³³<https://scholar.google.at/>

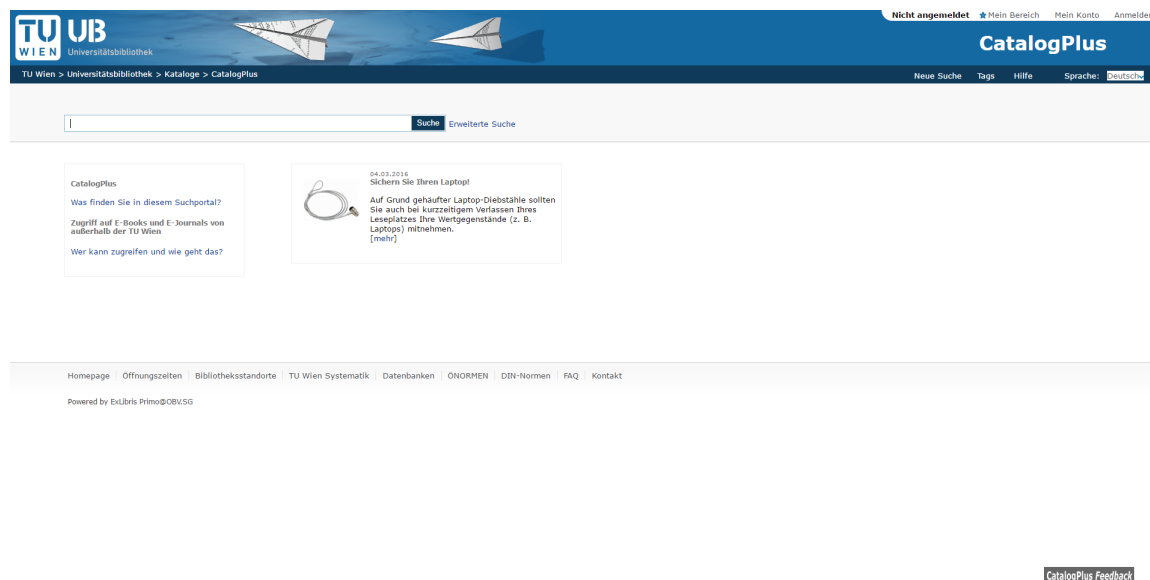
³⁴www.ub.tuwien.ac.at/

³⁵www.obvsg.at

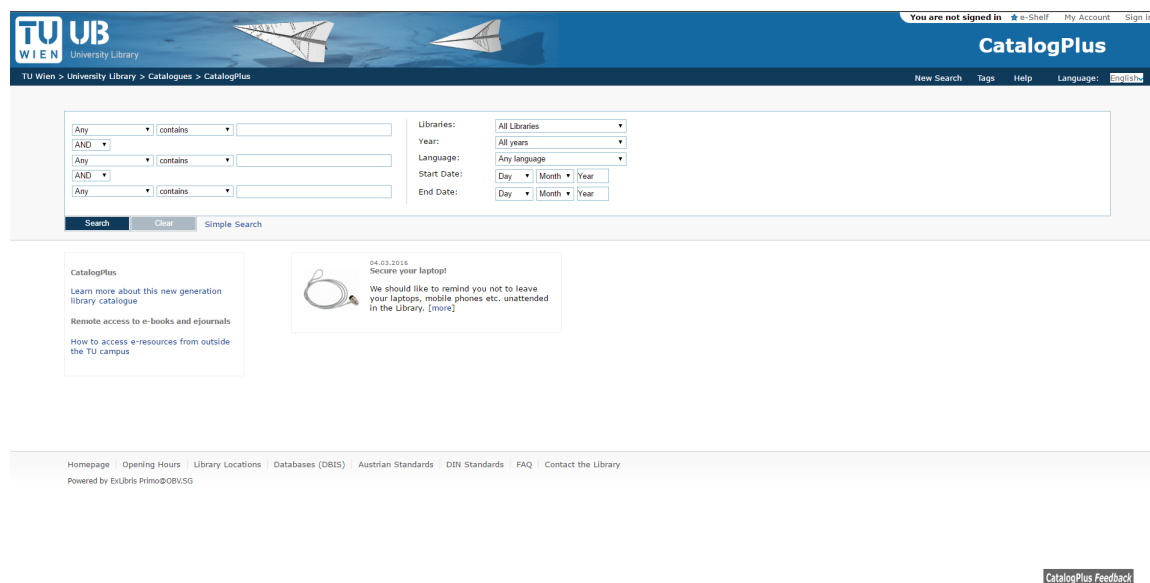
digitized data could not be distinguishable from not available data. Therefore it would be essential to have a complete and current database.

Another concern of the interviewed people were the copyright of the data. However, this problem was seen as handleable, because only meta-data would be open accessible.

At last, one interviewee declined the idea and usefulness of the LD4L and similar projects because of the existing platform Google Scholar ³⁶. He stated, that it already provides similar data and therefore everything he needs for his work. Further an additional platform would be too intricate to use.



(a) Homepage and simple search



(b) Extended search

Figure 7: Website of the TUVienna library

³⁶<https://scholar.google.at/>

3.2.4 Data from the Publication database

Use case The proposed use case applied to the already existing publication database of the university. In the current state the database can be accessed via its website ³⁷, where an interface for search exists. For other search parameters a request to the administration has to be made. The introduced LOD approach provides an LOD interface to the existing database, so the data can be accessed over e.g. SPARQL. This use case follows the principle of the existing “Open Research Online” ³⁸ endpoint from the Open University, which expose information about publications originating from OU researchers using the BIBO Ontology (see section 4.2.2 for details).

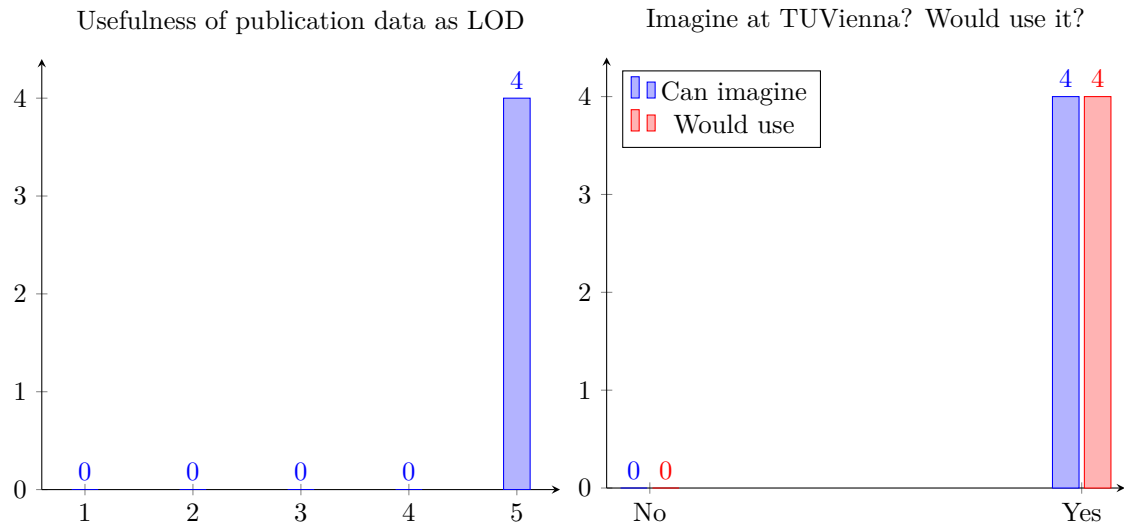


Figure 8: Usefulness of publication data as LOD

Statistically evaluation Similar to the library use case the interviewees liked the idea and found it all “extremely useful”. Everyone could imagine such a project at TUVienna and would also use it.

Needs, potential benefits In contrast to the previous use case, the work amount of work was significant lesser stated, because the data are already there, just as the need of being up-to-date of the database.

Further some of the interviewed persons (independent to each other) come up with the idea of building an application based on the Linked Open Data interface to provide an overview of a researcher references as a widget or similar for a personal website. The data could be interlinked e.g. with the LOD interface of the Springer publisher ³⁹ and complemented by including the Journal Impact Factor (JIF).

Barriers, potential disadvantages The interviewees identified uniformly a problem with the data ownership. Although there is an administration of the database, the *ownership* of the data itself is very unclear and therefore a contact and responsible person would be hard to find for such a project - there needs to be more investigation.

Another point, some of the interviewed persons were concerned of, was quality assurance - to use the data, they need to be synchronized with the original database. To taking care of this point, the implementation of a similar project has to ensure this.

³⁷www.publik.tuwien.ac.at/pubstart.php

³⁸<http://data.open.ac.uk/page/context/oro>

³⁹www.lod.springer.com/


 Search in the Publication Database of the Vienna University of Technology	
[TU Home] [Publication Database Home] [Deutsch]	
Search for	Text that should be found: [Help on the full-text search in the Publication Database] <input type="text"/> <input type="checkbox"/> Strict search (each word must exist in the record - beware: strict search is slow!)
Restriction to data fields	<input checked="" type="radio"/> Determine search target automatically: Search publication and/or name records depending on the search text. <input type="radio"/> Search in publication records: The following parts of the publication records are to be searched: <input type="text" value="Entire record"/>
Restriction to types of publications	<input type="radio"/> The search text contains the names of persons (search in name records): Search for publications where all these persons have been involved, e.g., as an author or an editor. You may specify the persons' first and last names (in any order, first names also abbreviated) or only their last names. <input type="text" value="All"/>
Restriction to time interval	Time interval in which the requested publications have been created: <input checked="" type="radio"/> All data in the database <input type="radio"/> From <input type="text" value="2016"/> up to including <input type="text" value="2016"/>
Search the publication data of the faculties	Faculties whose publication data will be searched: (The links lead to the start page of the Publication Database for the respective faculty. You may generate publication lists of organisation units or persons there or export publication data in various formats.) <input checked="" type="checkbox"/> Faculty of Mathematics and Geoinformation - Mathematics [Link] <input checked="" type="checkbox"/> Faculty of Mathematics and Geoinformation - Geoinformation [Link] <input checked="" type="checkbox"/> Faculty of Physics [Link] <input checked="" type="checkbox"/> Faculty of Chemistry [Link] <input checked="" type="checkbox"/> Faculty of Informatics [Link] <input checked="" type="checkbox"/> Faculty of Civil Engineering [Link] <input checked="" type="checkbox"/> Faculty of Architecture and Regional Planning [Link] <input checked="" type="checkbox"/> Faculty of Mechanical and Industrial Engineering [Link] <input checked="" type="checkbox"/> Faculty of Electrical Engineering and Information Technology [Link] <input checked="" type="checkbox"/> Other Institutions [Link]
Display Options	<input type="checkbox"/> Show additional information on authors, editors, etc. <input type="checkbox"/> Create BibTeX links for each record in the publication list

Figure 9: Publication database

3.2.5 Further use cases

In this subsection we describe some other use cases mentioned by the interviewees. Beside the two main use cases described above, some of the interviewees came up with their own ideas. This use cases are results of the flow of conversation, so they may not be fully reasoned, so consider this subsection as some kind of wish list or a collection of what *might* be possible.

3.2.5.1 “Sideproducts” of research

During the most research work a lot of “sideproducts” are produced. This can be all kind of statistics, survey data, project descriptions, work documents or sample data. The majority of this data get lost or somewhere stored after the project is done. Though they are evaluated and analyzed during the project, the data may be interesting from other, not intended perspectives - but they are not or only restricted-by-knowledge ⁴⁰ available. If the data sets would be accessible through a LOD interface, a cross-disciplinary use are imaginable, e.g. a Visual Computing research project could use model data from a architecture research project without detailed knowledge of the original source (which could be gained through links in the LODs). To offer a sufficient data base, this kind of project may be more meaningful in an European context.

Besides the obvious benefits of this use case, there are many challenges and problems. First there has to be implemented a highly flexible LOD-system, which can simultaneously handle a high range of formats (e.g. documents, tables, raw data) and interlink them probably. Further, to make them interlinkable and searchable, there has to be invested a big amount of *manual* work to label the data. The result will be a huge list of keywords, which, again, has to be searchable. Another crucial point are the quality of the labeling: they had to be specific as possible to specify them accordingly as well as general as possible to free them from the original context and make them interdisciplinary understandable. And, at last, such a system must be as little as possible work to input the data from the project and anonymize them to avoid unnecessary frustration (which could easily overrule the benefits).

3.2.5.2 Statistics from TISS

The university management system TISS already provides a lot of statistically data, e.g. inscription data or general data about the students, so this data are optimal for a LOD use. The co-work of Haller [10] and Gamerith [9] explore and evaluate this use case.

3.2.5.3 Make Curricula comparable

One big problem of the communication between universities are the missing comparability of their curricula. To determine which university offers which course they have to manually be searched, listed and additionally matched with the corresponding, similar, regarding to the content, but different named courses at other universities. In particular this process is important for reworking the content of study programs to raise the coverage of the research field. Publishing the curricula of the universities as LOD would strongly improve this process and make them comparable.

Again, this use case makes only sense in an European context, e.g. in corporation with the Erasmus program to simplify the process of course crediting. Though it may be easy to publish single curricula of an university, it adds more profitableness to implement an Europe-wide system.

3.2.5.4 Overview of university projects and research focuses

Similar to the use case about the curricula described above, an Europe-wide publishing of university research projects (if they are not under restriction) and research focuses as LOD would be very useful to link researcher with other teams working on similar areas. Such a system could provide a research field based search and allow queries like “Who is currently working on non-classical logics in Europe?” or “Which university has a research focus on artificial social intelligence?”.

This information may not only be interesting for researcher but also for companies, which looking for corporations, or scientific funding.

⁴⁰only available if the existence are known

4 Proposed technical architecture and challenges (RQ4)

As an organization covering areas like research, student affairs and administration a university has to manage a significant amount of knowledge, adding new information on a daily basis. Such an application domain is complex and includes areas like management of an academic library and provision of educational resources which have to be conform to stakeholders requirements. Traditionally the *Service Oriented Architectures (SOA)* have been used to meet these needs. However, as the application domain grows many small and similar services tend to emerge. That phenomena cannot only be observed at the Vienna University of Technology, but also at the Open University⁴¹ Zablith, d'Aquin, Brown, *et al.* [1].

A major problem of evolving similar, independent services are diverging data formats and service owners. Thus, knowledge and administrative information that has been collected by multiple services can not be easily interlinked. An example for such isolated services is the e-learning platform called TUWEL⁴², combining moodle⁴³ and the central information system called TISS⁴⁴. These services provide course information and material, but are intended for different purposes. Whereas TISS focuses mainly on administrative functionality, TUWEL supports the interaction between teacher and student. Adding additional services which, for example, synchronize deadlines and registration dates is costly due to the fact that the information is separated over different isolated sources and not easily accessible.

4.1 The big picture: a publication framework

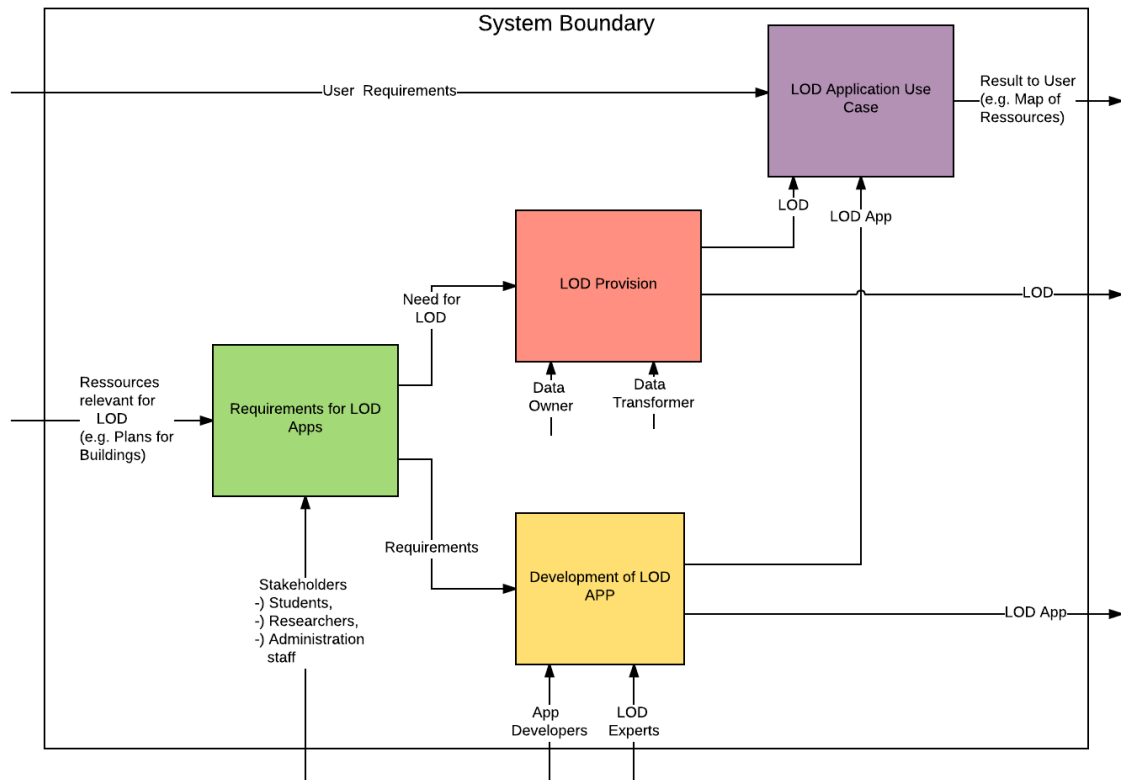


Figure 10: High level framework for LOD publishing in IDEF0 notation

⁴¹<http://www.open.ac.uk/>

⁴²<https://tuwel.tuwien.ac.at/>

⁴³<https://moodle.org/>

⁴⁴<https://tiss.tuwien.ac.at/>

4.1.1 Parts

In this sub-section we provide an overview of a high level architecture, illustrated in Figure 10, for a university wide publication framework which includes:

- **Requirements for LOD-Applications**

At the beginning stand the existing resources and the needs of the stakeholder. Combining these leads to the requirements for an application, the first step of the process. According to this requirement a decision has to be made whether they are realizable depending on the cost-value ratio and whether the solution has to be a LOD application. These process has to actively involve all stakeholders.

- **Data Provision**

After defining the requirements, the existing data (e.g. a publication database) must be transformed in a appropriate, machine readable LOD format. These can happen in a manually (only for small data sets) or a (semi-)automated (for big data set) way. Ideally there is a automated transformer based on an existing, well maintained and up-to-date database so there has to be less cared about the of the data (for a more technical description see Section 4.2.1). Key roles for this process are the original data owner and the data transformer.

- **Development of an Application**

Based on the requirements definitions from the previous step a proper application (e.g. a browser of publication data) now can be constructed considering the stakeholder needs and existing resources (transformed to LOD). To support this process and to not obtaining all knowledge from zero it is recommended to access the knowledge of LOD experts (e.g. provided by the LinkedUniversities⁴⁵). The development can simultaneously be done with the data provision if proper interface between the application and its data are made.

- **Application Use Case**

Combining the data, transformed in LOD, the LOD application and user requirements (not the application requirements from the first step) result in the actual application use case, representing the environment or the domain.

4.1.2 In- and outbound interfaces

There were several indirectly interfaces mentioned above - we define them now in a more formal way and divide them in inbound (arrows pointing from outside the system boundary) and outbound interfaces (arrows pointing from inside the system boundary).

The inbound interfaces are:

- **User Requirements**

Understanding user requirements is an essential part of the software development process. Due to the open nature of Linked Open Data privacy concerns and legal issues should be already considered in the requirements as misunderstandings are hard to fix in later phases.

- **Existing Resources**

The starting point of every LOD application are resources, ideally already existing (to reduce the amount of work). It can be everything from relational databases, simple Excel files or other Linked (Open) Data sets. For more details see section 4.2.1.

- **Stakeholders**

Stakeholders are defined as *“a person, group or organization that has interest or concern in an organization. Stakeholders can affect or be affected by the organization’s actions, objectives and policies.”* Post, Preston, and Sachs [2] Their needs and demands have to be considered in a LOD project as similar as in every other software project.

- **Application Developers**

- **LOD Experts**

To avoid unnecessary redundancy in acquiring knowledge of LOD implementation, it is highly recommended to involve either LOD experts in the development or access their accumulated know-how e.g. by platforms like LinkedUniversities⁴⁶ (see section 2.1)

⁴⁵www.linkeduniversities.org/

⁴⁶www.linkeduniversities.org/

- **Data Owner**

Every data set has its owner, therefore this role has to be considered in the development process to avoid organizational conflicts and copyright issues. Ideally he is directly involved to access his specific know-how about the data set.

- **Data Transformer**

To use a data set in a LOD approach, the data have to be transformed either manually or (semi-)automatically into a proper format (see Berners-Lee [8] for the 5 star model of data format and section 4.2.1 for details about transformations).

The outbound interfaces are:

- **Linked Open Data**

As a result of the LOD provision the actual data are provided e.g. as SPARQL endpoint, so others can easily access and use them in other applications. For technical details about endpoints see section 4.2.4 or as example the SPARQL endpoint of The Open University www.data.open.ac.uk/query.

- **Application**

The outcome of the development phase are applications for end-users to access and interact with the data e.g. in form of a web platform. For technical details about endpoints see section 4.2.4 or as example the application list of The Open University www.data.open.ac.uk/applications.html.

- **End-User Result**

Finally the main result is the actual interaction of the users with the applications and endpoints, (hopefully) acting in the boundaries of the defined use cases.

4.2 Proposal of a technical architecture

In order to overcome the environment of data silos and to support the evolvement of a university-wide data space for public resources, a technical architecture following Linked Data principles is proposed and discussed in this section. Berners-Lee suggested four principles for publishing data on the web, which can be considered as best practise. The compliance with this best practise leads to Linked Data; “the idea is that the more people follow these principles, the more their data will be usable by others.”[3]. The four principles stated by Berners-Lee (2006) [8] are:

1. Use URIs as names for things
2. Use HTTP URIs so that people can look up those names.
3. When someone looks up a URI, provide useful information, using the standards (RDF, RDFS, SPARQL)
4. Include links to other URIs. so that they can discover more things.

Linked Open Data extends Linked Data with the idea of publishing it in a open way.

Open means anyone can freely access, use, modify, and share for any purpose (subject, at most, to requirements that preserve provenance and openness).[19]

In order to transform demanded datasets of the university into Linked Data and publish it in an open way, a system architecture is required that faces the issues of diverging data sources and data freshness. “An important architectural pattern used in system development is the multitier architecture. It logically separates the functionality of the system in a number of layers and specifies the communication between those layers.”[3].

The proposed architecture is mainly inspired by the toolkit “Tabloid” (“Toolkit ABout Linked Open Institutional Data”) by the LUCERO Project ⁴⁷ - a collection of tools, examples and documentations. The general principle is a system, which extract RDF data from existing data sources (section 4.2.1), load them into a triple store (section 4.2.3) and finally expose them to the web (section 4.2.4). For illustration see the LUCERO workflow in figure 12 (in this part only the generic parts are described). In this workflow there are way more components than we will talk about (e.g. mechanism of detecting data changing) than shown in the figure. Additional a more generic architecture can be seen in figure 11.

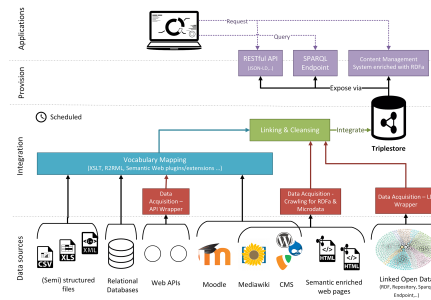


Figure 11: Generic high level technical architecture for providing Linked Open Data (adapted from EUCLID [3])

4.2.1 Collect & extract data from sources

The first step must be to collect and extract the data from the source and transform them into a proper LOD format, e.g. RDF. By now there are basically for every data format tools for transforming them into RDF, LinkedUniversities made a collection of them ⁴⁹, here are the main tools:

- From Relational Databases

⁴⁷d’Aquin, Zablith, Motta, *et al.* [20]

⁴⁹<http://linkeduniversities.org/lu/index.php/tools/index.html>

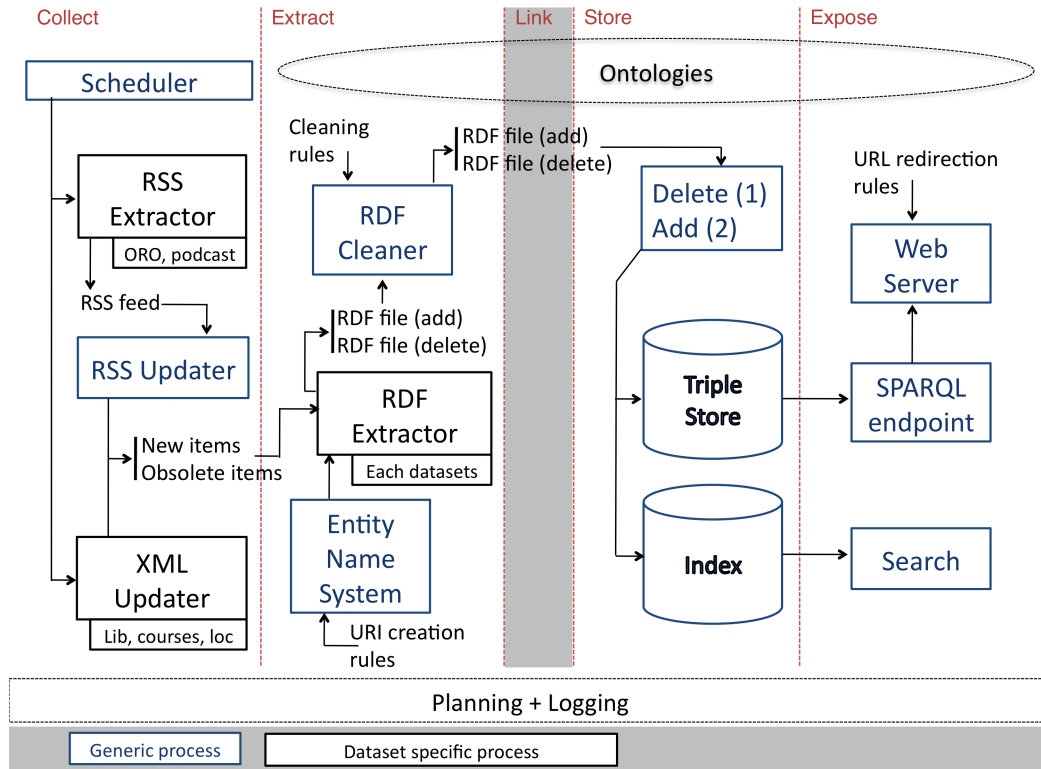


Figure 12: Example: the LUCERO workflow⁴⁸

- Triplify⁵⁰ is a tool which use SQL queries to generate RDF data from a relational database.
- D2RQ⁵¹ is a tool which also use SQL queries but with the use of a mapping that relates the structure of a database to RDF triples. It transformers SPARQL queries at run-time into SQL queries using this mapping.
- **From XML and RSS**
In terms of syntax, XML, RSS and RDF sharing the same base, so there have to be fewer effort to be done to transform them syntactic, commonly using XSLT. W3C recommended the GRDDL⁵² language for this purpose.
- **From Tables and Spreadsheets**
 - Google Refine⁵³ with the RDF Extension⁵⁴ is an easy way to clean, transform and explore data in a tabular format including MS Excel, Google Spreadsheet and CSV.
 - Other tools like Any23⁵⁵ or QUIDICRC⁵⁶ providing simple transformation from CSV to RDF

After extracting the data as RDF from there source, they need to be cleaned and interlinked with themselves and other data.

4.2.2 Vocabularies and Ontologies

To represent and store the collected data, they must be mapped into an ontology and a vocabulary.

Gruber [4] defines an *ontology* as “an explicit specification of a conceptualization”. *Conceptualizations* are objects, entities or concepts that may or may not exist in the universe. In addition to

⁵⁰<http://triplify.org/>

⁵¹<http://www4.wiwiwss.fu-berlin.de/bizer/d2r-server/>

⁵²<http://www.w3.org/TR/grddl/>

⁵³<http://code.google.com/p/google-refine/>

⁵⁴<http://lab.linkeddata.deri.ie/2010/grefine-rdf-extension/>

⁵⁵<http://lab.linkeddata.deri.ie/2010/grefine-rdf-extension/> (at the moment of the work unavailable)

⁵⁶<http://any23.org/> (at the moment of the work unavailable)

that, the *vocabulary* defines the relationships between those objects. In other words, the vocabulary defines the conceptual model of what can be represented. Bock, Haase, Hoekstra, *et al.* [5] describe ontologies from a more practical point of view defining the three conceptual components of an ontology - *classes*, *instances* and *properties*. Regardless of what concrete implementation of an ontology is used graphical representations (e.g. graph) are preferred over textual ones to give a high level overview of the concepts used in an ontology.

Again, LinkedUniversities listed a lot of useful vocabularies and ontologies on their website ⁵⁷. As an example for such an ontology let's take a look at the use case "publication database" from section 3.2.4. To mapping the data from this database a bibliographic ontology is needed. LinkedUniversities recommend the BIBO (Bibliographic Ontology) ⁵⁸. It can be used as a citation ontology, as a document classification ontology, or simply as a way to describe any kind of document in RDF, so it is ideally for this purpose. You can see the BIBO graph in figure 13.

4.2.3 Store the data

Considering the performance of such a system and to avoid too much communication with the original data source, the center of the system is a triple store, where the extracted data are stored and from there exposed to the web. A triple store (or RDF store) is a purpose-built database, *"designed to store and retrieve identities that are constructed from triplex collections of strings (sequences of letters). These triplex collections represent a subject-predicate-object relationship that more or less corresponds to the definition put forth by the RDF standard."* Rusher [21]. There are a lot of implementations of such a triple store, like *Sesame* ⁵⁹, *Jena TDB* ⁶⁰, *4Store* ⁶¹ or *SwiftOWLIM* ⁶². The LUCERO project settled for the *SwiftOWLIM*, because it is *"free, scalable and efficient, and includes limited reasoning capabilities, which might end up being useful in the future"* d'Aquin, Zablith, Motta, *et al.* [20].

4.2.4 Expose the data to the Web

The last step is obviously to expose the data from the triple store to the web. For this purpose a SPARQL endpoint is commonly used, but there are also other way, e.g. resolvable URIs, the linked data API ⁶³ or an Open RESTful API. All of them make the data available so others can query and access them to use it for their application or to serve themselves as resource for linking it with other data.

4.3 Challenges

In this section we will briefly describe some of the most crucial factors that has to be faced when implementing a system similar to the proposed one.

4.3.1 Data ownership

When exposing data as LOD the ownership of the original data has to be cleared without any doubt, so there are no legal concerns to be cared about when implementing the system. An unclear ownership may otherwise lead to a complete failure of the project, if the worst comes to the worst at a time where already a lot of time and work are spent. Further, to ensure a stable system, the ownership has be clear over a long time in the future - otherwise other applications, built on the data, loose their source.

4.3.2 Data quality

Publishing a LOD system there must be a compromise found between actuality of the data and a proper system load of the interface to the data source (e.g. an active used database), so existing system may not be (to heavily) effected by the LOD system. According to the data the actuality may range between weeks and days (e.g. for location data) or minutes and seconds (e.g. public transport data).

⁵⁷ <http://linkeduniversities.org/lu/index.php/vocabularies/index.html>

⁵⁸ <http://bibliontology.com/>

⁵⁹ <http://rdf4j.org/>

⁶⁰ <http://openjena.org/TDB/>

⁶¹ <http://4store.org/>

⁶² <http://www.ontotext.com/owlim/>

⁶³ <http://code.google.com/p/linked-data-api/>

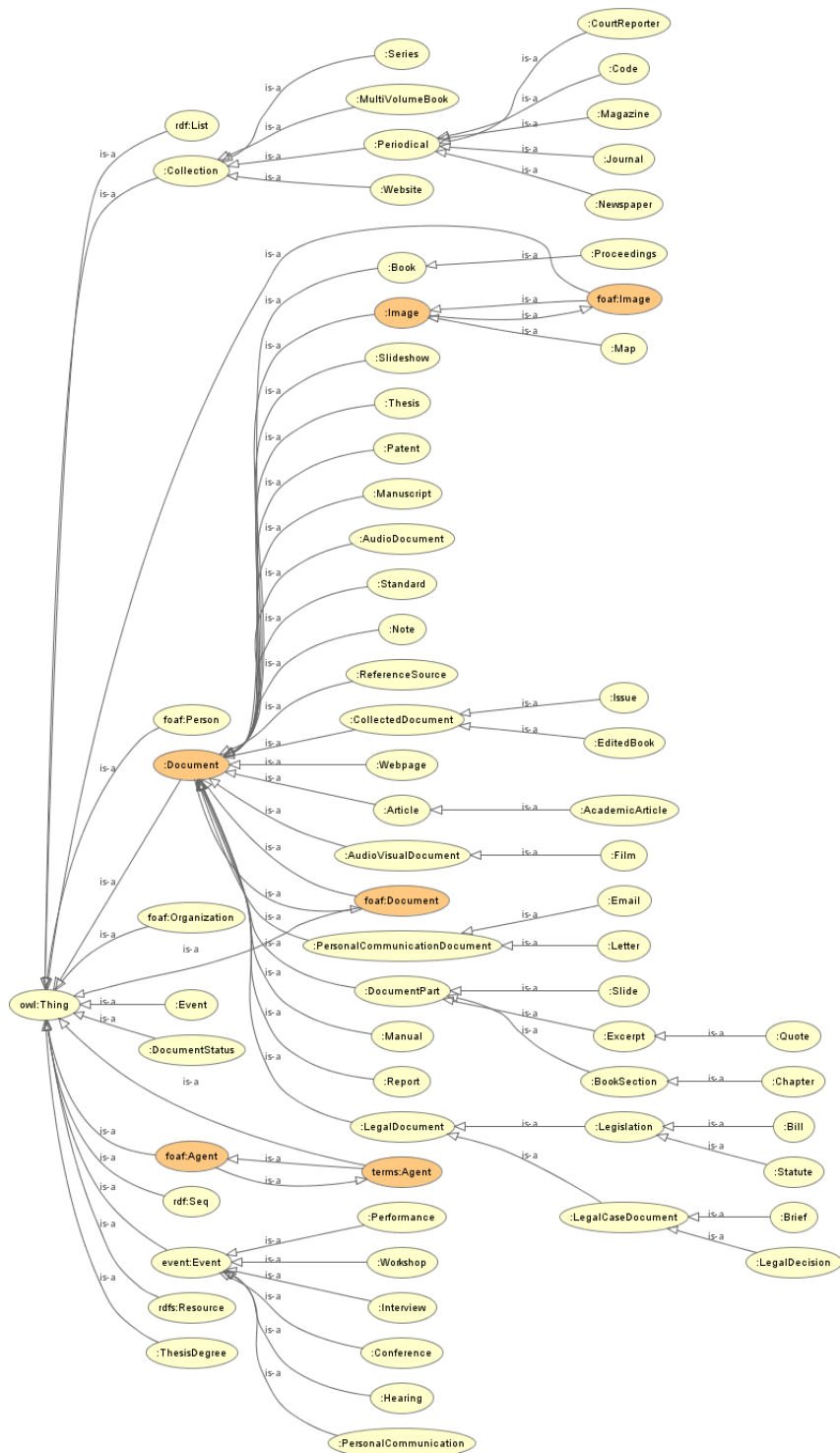


Figure 13: Graph of the Bibliographic Ontology

Further it must be ensured that the linking of the data are valid at every time, linking to no longer existing sources or sources with sinking data quality will lower the quality of data itself.

To address and handle this challenge, we recommend to build on already existing (and therefore maintained) data, e.g. by providing a LOD interface to a relational database. Gain extra data only for providing LOD may result in more amount of work in building new organization forms to administrate them.

4.3.3 Response time of the LOD interface

To achieve not only a providing of the data but also a use of the data in applications, the interface (e.g. the SPARQL endpoint) has to have a fast response time. The highest quality of data are useless if the interface has a slow reaction time.

5 Conclusion and Future Work

The high-level goal of this work is to enhance and improve processes at the Vienna University of Technology. We have broken down this goal into four distinct research questions:

- *RQ1: What are best practices regarding the applicability of Linked Open Data in university settings?*
- *RQ2: What are major benefits and barriers for each stakeholder and what are useful use cases?*
- *RQ3: What are major challenges for the implementation of a Linked Open Data solution?*
- *RQ4: How would a prototypical implementation of a publication framework based on Linked Open Data look like?*

In the first part of this paper (section 2) we investigated the first research question and provided international best practices and success stories in educational environments.

In the second part (section 3) we focused on benefits and challenges regarding the applicability as well as the implementation of Linked Data principles for researchers at the Vienna University of Technology by conducting interviews, addressing the second and the third research question. In final part (section 4) we addressed research question four by giving a high level overview of a publication framework for educational resources at first (subsection 4.1) and then providing a general architecture for applications built following Linked Data principles (subsection 4.2).

In this section we discuss the conclusion and the four research questions we investigated and present ideas for future work.

5.1 Conclusion

In the following subsection we address and revisit each research question:

5.1.1 Best practices regarding the applicability of Linked Open Data in university settings

We investigated three international projects using Linked Data or Linked Open Data. The Linked Universities provide a wide range of best practices of technologies and ontologies, especially the Open University gives a lot of insight and approaches with their LUCERO project. Further the LD4L project shows a possible approach of linking libraries with Linked Data and the LinkedUp project, funded by the European Commission, aimed at pushing forward the exploitation and adoption of Linked Open Data in educational organizations and institutions.

Therefore we conclude:

Linked Open Data is a promising way of enhancing and harmonizing processes at universities and there are plenty similar projects and collected knowledge on which a project at the Vienna University of Technology could build on. There is no need of creating complete new ontologies and tools, a project should instead *build on existing knowledge*.

5.1.2 Major benefits, challenges and use cases for stakeholders

We researched this question by a case study conducted with researchers to explore new beneficial use cases and to evaluate known ones and given use cases. We have seen that a LOD project would be highly welcomed by them, that there are a lot of possible use cases and the benefits highly overbalance the barriers in general. The interviewee responded to provided use case of LOD for the library theoretical positive but also with doubts about an implementation. In contrast the use case of the publication database had a higher consent. Also the opportunity to develop new ideas based on an access to open data was very common welcome.

Our work resulted in the following conclusion:

There are a great support of possible LOD application at the university and many imaginable use cases. Once published, *we suggest to use the data with students, gave them access*

and let them develop application in courses like Advanced Software Engineering, Introduction to Semantic Web, SAIKS and SENIC projects. This would not only produce new application for demonstration but also attract attention on the interfaces.

5.1.3 Major challenges for the implementation of a Linked Open Data solution

One identified major challenge of implementing a LOD solution is **data ownership**, as there may be diverging data owners, because there might be independent services at the university that handle a particular part of the domain. Consequently, to start a LOD project, the ownership of the targeted data has to be clarified. Another major challenge is **data freshness**, as it is a crucial point making the solution usable or not. And as third major challenge we identified **data quality and maintenance** as another crucial point of project failure.

Therefore, the following conclusion were drawn:

We recommend using existing, therefore maintained and open data sets as a foundation of new applications. The cost of integrating large data sets can become quite time consuming if independent domains are mixed. Even for smaller, more limited domains using existing data sets outweighs the benefits of creating new, fully customized data sets. If additional requirements arise modifying and/or adding to existing data is preferable. When progressing and extending the project it will be easier to reference onto an existing and well working system to convince skeptical people to build the required providing systems and organization forms.

5.1.4 A prototypical implementation

In the final part (section 4) we addressed research question four by introducing a publication framework (subsection 4.1) as well as a general application architecture using Linked Data principles for university related resources (subsection 4.2). We further showed how the best practices presented by the Linked Universities and the Tabloid from the LUCERO project could be used to build a system providing LOD.

We come to the following conclusions:

Applications making use of LOD should be built following a general architecture. There have already been efforts at building LOD applications at enterprise level, sharing a similar foundation. An agreed picture of a successful architecture facilitates establishing common vocabularies and understandings under developers, customers and management.

5.2 Future work

Contributions and methods of this work is intended as an initial step to investigate the adoption of Linked Data principles and spread awareness and knowledge at the Vienna University of Technology. The following list summarizes planned future work:

- **(Educational) courses aimed at spreading Linked Data principles**
Educational courses are great opportunities to facilitate building of LOD applications and maintaining related data sets.
- **Building (end-user) LOD applications**
Application development is not limited to resulting from educational courses. Rather, due to the heterogeneity of universities data sets, a collaboration between external parties and university representatives is required.
- **Consolidated report to executive board**
There will be a followup report, summarizing our contributions for students, researchers and administrative workers. This report is addressed to the executive board of the Vienna University of Technology. A side-product of this report will be a brief presentation about the overall result and achievements, planned in the near future.

5.2.1 Feasible use cases

As evaluated through the interviews the publication database would be an ideal starting point of a LOD system at the university to demonstrate the benefits of Linked Open Data while the costs and effort of the implementation stay low because the data already exists and are maintained. It would not require additional work by the data provider (e.g. researcher) to deliver the data to the database. Instead the challenge of the data ownership has to be addressed and solved.

On the other hand implementing the library data into a LOD system may face resistance inside the library and has to be done as corporation work with the OBVSG. Therefore a project with all or the majority of the OBVSG may make more sense and probably magnify the benefits (while facing the same challenges). If there will be a LOD project in the future, the work of the LD4L project may be very helpful, even though they use only linked and not open data.

Similar is valid for the project ideas mentioned in subsection 3.2.5, most of them may make more sense in a Austria- and/or European-wide context.

6 Acknowledgments

The authors would like to thank Assoc. Prof. Dr. Stefan Biffl and Dr. Marta Sabou for initializing and support this work, providing necessary feedback and tutoring in the context of the seminar “Wissenschaftliches Arbeiten” (“Scientific Work”).

Further thanks goes to the participant of the case study, for their time and thoughts.

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.1 Contact persons for further investigations

Person	Role	E-Mail
Univ.Prof. DI Dr. Johannes Fröhlich	Vice Rector for Research and Innovation	johannes.froehlich@tuwien.ac.at
Prof. Dr. Hannes Werthner	Dean of the Faculty of Informatics	elmar.kiesling@tuwien.ac.at
Associate Prof. Dipl.-Ing. Dr.techn. Hilda Tellioglu	Dean for Academic Affairs Office - Economics and Computer Science	hilda.tellioglu@tuwien.ac.at
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Ao.Univ.Prof. Dipl.-Ing. Dr.techn. Andreas Rauber	Researcher at SBA Research and Associate Professor at the TU Vienna	andreas.rauber@tuwien.ac.at
Mag. Wolfgang Hamedinger	Director of the Union of Libraries and Service GmbH (OBVSG)	wolfgang.hamedinger@obvsg.at

Further the Heads of the various institutions (not only from the faculty of informatics) may be relevant.

.2 Questionnaire

<p>QUESTIONNAIRE</p> <p>LINKED OPEN DATA</p>
--

Name:_____

Organization:_____

Position (Role):_____

General Questions

1. What are is your area of responsibility? How would you characterize your *daily* work tasks?

2. How would you say classify your level of experience with Information Systems?

Fundamental	Novice	Intermediate	Advanced	Expert
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. How would you classify your level of expertise with Linked Open Data?

never heard	heard but never used	used in small example	used in practice	Expert in LOD
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5

LOD in Research

4. How useful do you find the improvements with Linked Data in libraries?
E.g. in context of an use case of my presentation

not useful

useful

extremely
useful

☐☐☐☐☐

1

2

3

4

5

Why?

5. Can you imagine a similar project at the Vienna University of Technology?

Yes

☐

No, because:

What benefits do you see?

What disadvantages or barriers do you see? E.g. copyright?

Would you use it?

Yes

☐

No, because:

Can you imagine/recommend other roles/persons?

6. Do you think that publishing the scientific publications or their metadata of TU as LOD might be useful?

not useful

useful

extremely
useful

☐☐☐☐☐

1

2

3

4

5

Why?

7. Can you imagine a similar project at the Vienna University of Technology?

Yes

☐

No, because:

What benefits do you see?

What disadvantages or barriers do you see?

Would you use it?

Yes

☐

No, because:

Can you imagine/recommend other roles/persons?

LOD Applications

8. Which kinds of applications based on LOD could be useful in a research context (e.g., single researcher, research workgroup, faculty, scientific community)?

What benefits do you see?

What disadvantages or barriers do you see?

Would you use it?

Yes

☐

No, because:

Can you imagine/recommend other roles/persons?

9. Which kinds of applications based on LOD could be useful in a general university context (e.g., teaching, administration, orientation)?

What benefits do you see?

What disadvantages or barriers do you see?

Would you use it?

Yes

☐

No, because:

Can you imagine/recommend other roles/persons?

LOD Data

10. Which kinds of data could be useful to publish as LOD in a research context (e.g., single researcher, research workgroup, faculty, scientific community)? Do you have any data that may be useful?

What benefits do you see?

What disadvantages or barriers do you see?

Would you use it?

Yes

☐

No, because:

Can you imagine/recommend other roles/persons?

11. Which kinds of data could be useful to publish as LOD in a general university context (e.g., teaching, administration, orientation)? Do you have any data that may be useful?

What benefits do you see?

What disadvantages or barriers do you see?

Would you use it?

Yes ☐
No, because:

Can you imagine/recommend other roles/persons?

End

12. Do you know any other person who might be relevant for this interview?

13. Do you want the final report of the outcome of the study?

Yes

☐

No

☐