Preliminary evaluation results for the pilot study of the "Explore" platform at http://explore.dublincore.net/

submitted by Marcia Zeng

Based on the notes prepared by

Julaine Clunis

1, using the *Explore* to find resources

It's difficult to see what are the big differences in results when **browsing by topic** versus **by competencies**.

It wasted my time to switch between the browsing options.

How does this work?

- Competency Index for Linked Data (149)
  - Fundamentals of Resource Description Framework (79)
    - Identity in RDF (17)
    - RDF data model (60)
    - Related data models (17)
    - RDF serialization (31)
  - Fundamentals of Linked Data (3)
    - Web technology (0)
    - Linked Data principles (0)
    - Linked Data architectures and services (0)
    - Linked Data policies and best practices (3)
    - Non-RDF Linked Data (0)
  - RDF vocabularies and application profiles (25)
    - Finding RDF-based vocabularies (8)
    - Maintaining RDF vocabularies (0)
    - Versioning RDF vocabularies (0)
    - Publishing RDF vocabularies (3)
    - Mapping RDF vocabularies (0)
    - RDF application profiles (4)
    - Designing RDF-based vocabularies (15)

The only difference so far

Browse by Topic

How does this work?

- Fundamentals of Resource Description Framework (162)
  - Identity in RDF (56)
  - RDF data model (86)
  - Related data models (65)
  - RDF serialization (71)
- Fundamentals of Linked Data (123)
  - Web technology (62)
  - Linked Data principles (69)
  - Linked Data architectures and services (13)
  - Linked data policies and best practices (21)
  - Non-RDF Linked Data (31)
- RDF vocabularies (42)
  - Finding RDF vocabularies (6)
  - Maintaining RDF vocabularies (6)
  - Versioning RDF vocabularies (1)
  - Publishing RDF vocabularies (20)
  - Mapping RDF vocabularies (20)
  - RDF application profiles (13)

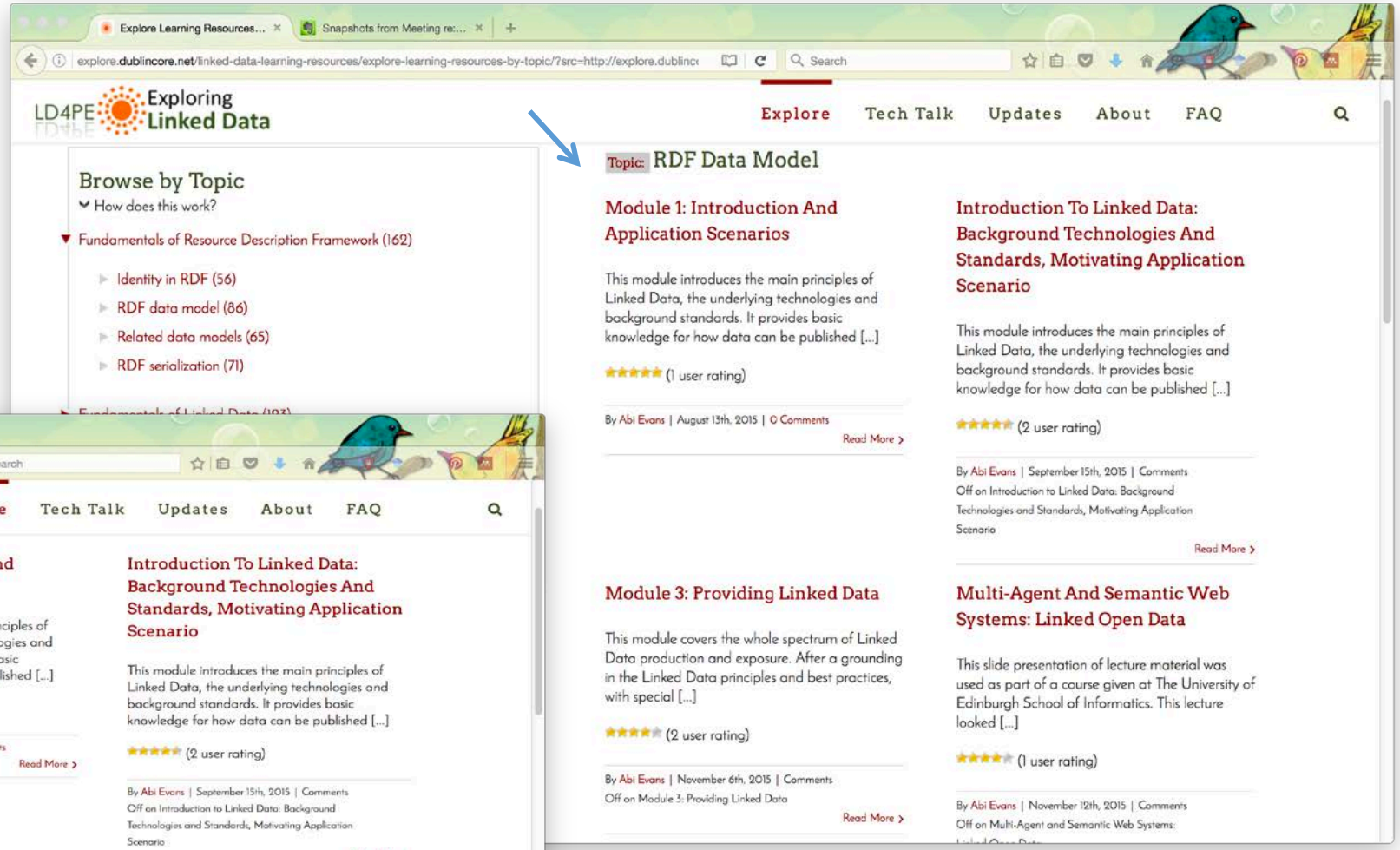
- Creating and transforming Linked Data (8)
  - Managing identifiers (URI) (0)
  - Creating RDF data (5)
  - Versioning RDF data (0)
  - RDF data provenance (0)
  - Cleaning and reconciling RDF data (2)
  - Mapping and enriching RDF data (3)
- Interacting with RDF data (105)
  - Programming RDF data (0)
  - Querying RDF data (71)
  - Visualizing RDF data (11)
  - Reasoning over RDF data (12)
  - Assessing RDF data quality (0)
  - RDF data analytics (5)
  - Finding RDF data (11)
  - Manipulating RDF data (26)
- Creating Linked Data applications (0)
  - Storing RDF data (0)
  - Linked Data application architecture (0)
  - Linked Data mashups (0)

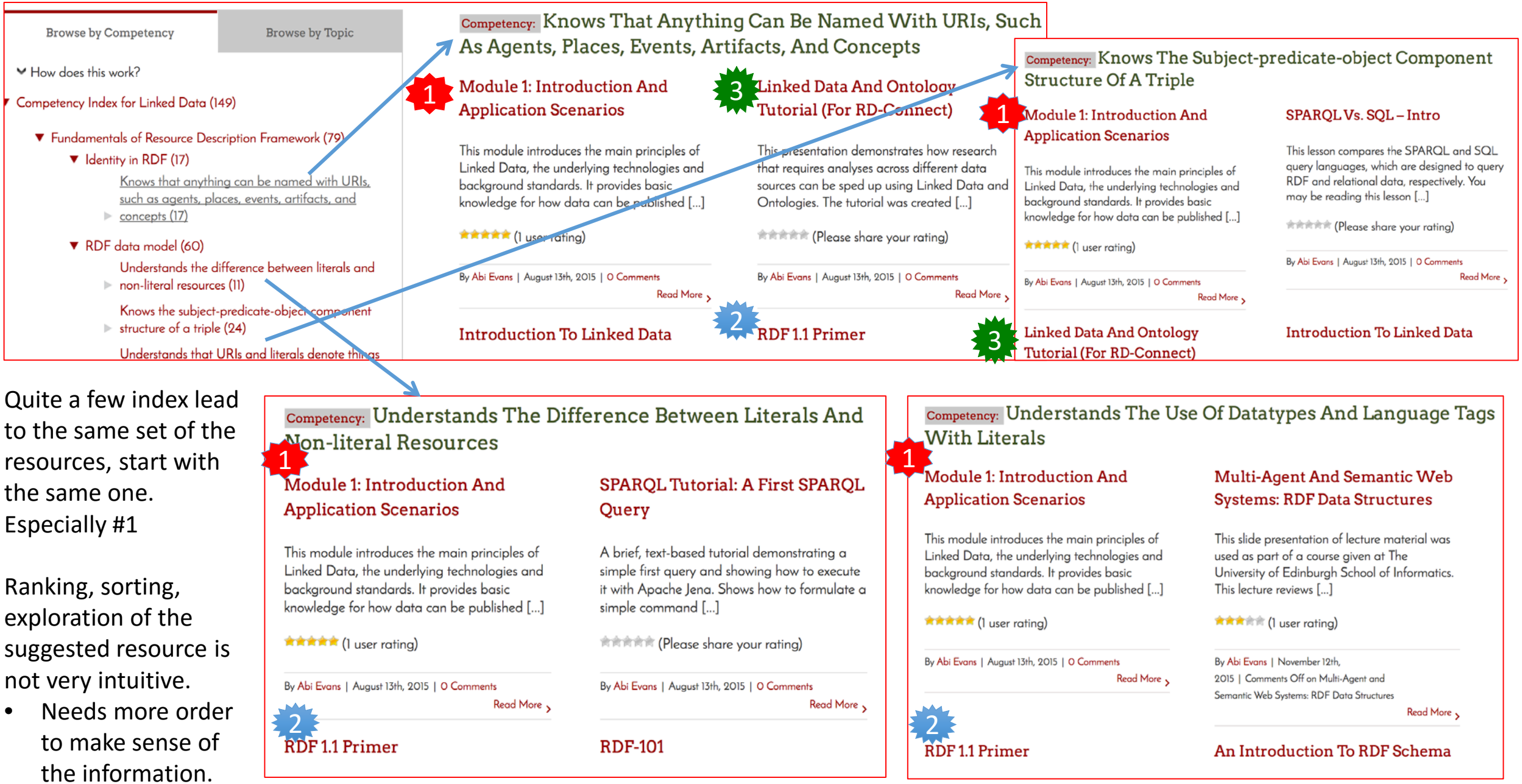
- Creating and Transforming Linked Data (70)
  - Managing identifiers (URI) (23)
  - Creating RDF data (22)
  - Versioning RDF data (3)
  - RDF data provenance (14)
  - Cleaning and reconciling RDF data (16)
  - Mapping and enriching RDF data (31)
- Interacting with Linked Data (231)
  - Programming RDF data (40)
  - Querying RDF data (139)
  - Visualizing RDF data (21)
  - Reasoning over RDF (71)
  - Assessing RDF data quality (5)
  - RDF data analytics (7)
  - Finding RDF data (14)
  - Manipulating RDF data (24)
- Creating Linked Data applications (48)
  - Storing RDF data (38)
  - Linked Data application architecture (8)
  - Linked Data mashups (6)
- Linked Data Subject Vocabulary (0)

The 2nd difference so far

Why when browsing by competency and browsing by the same topic ("RDF Data Model") would bring different ordered resources?

[I have to spend time to think about this when seeing the results.]





Quite a few index lead to the same set of the resources, start with the same one. Especially #1

Ranking, sorting, exploration of the suggested resource is not very intuitive.

- Needs more order to make sense of the information.

2. The competency index’s presentation

The verb form used here is for third person singular and seems a little odd. Who 'understands'?

Instead of using *understands* or *knows*, maybe you should drop the (s) as can be seen in the examples shown at this link

http://asn.jesandco.org/resources/D10003FB

http://asn.desire2learn.com/resources/D2544849

[I know you would say *Competency Index for the Library Field* also used that 's', but that is odd too. *Common Core* did not.]

- Competency Index for Linked Data (149)
  - Fundamentals of Resource Description Framework (79)
    - Identity in RDF (17)
      - Knows that anything can be named with URIs, such as agents, places, events, artifacts, and concepts (17)
    - RDF data model (60)
      - Understands the difference between literals and non-literal resources (11)
      - Knows the subject-predicate-object component structure of a triple (24)
      - Understands that URIs and literals denote things in the world ("resources") real, imagined, or conceptual (16)
      - Understands that resources are declared members (instances) of classes using the property rdf:type (19)
      - Understands the use of datatypes and language tags with literals (9)

There is a lack of mechanism to locate/remember/sort-out the individual competencies.

- If a notation system is used, then the competency index would have some logic order to be re-useable.

Can any normal users (not the competency index creators) be able to figure out this no-order list? Which group, which level we are looking at?

The semantic meaning is lost in this no-order list because the logic order disappeared (no family, no hierarchy).

Module 1: Introduction And Application Scenarios

This module introduces the main principles of Linked Data, the underlying technologies and background standards. It provides basic knowledge for how data can be published over the Web, how it can be queried, and what are the possible use cases and benefits. The module also includes some multiple choice questions in the form of a quiz, screencasts of popular tools, and embedded videos.

URL: http://www.euclid-project.eu/modules/course1
Keywords: Linked Data, Linked Data Principles, Semantic Web, Web of Data, XML, RDF, HTTP URIs, Triple, Graph, SPARQL, Mashup
Publisher: EUCLID Project
Language: http://id.loc.gov/vocabulary/iso639-2/eng
Time required: P2H
Educational use: instruction
Educational audience: professional
Interactivity type: mixed

Favorite ☆

- Competencies
  - Articulates differences between the RDF abstract data model and the XML and relational models
  - Knows the subject-predicate-object component structure of a triple
  - Understands blank nodes and their uses
  - Understands the difference between literals and non-literal resources
  - Understands the use of datatypes and language tags with literals
  - Correctly uses sub-property relationships in support of inference
  - Demonstrates a working knowledge of the forms and uses of SPARQL result sets (SELECT, CONSTRUCT, DESCRIBE, and ASK)
  - Understands that a SPARQL query matches an RDF graph against a pattern of triples with fixed and variable values
  - Understands the basic syntax of a SPARQL query
  - Differentiates hierarchical document models (eg, XML) and graph models (RDF)
  - Knows that anything can be named with URIs, such as agents, places, events, artifacts, and concepts
  - Knows the primary organizations related to Linked Data standardization
  - Knows the SPARQL 1.1 Update language for updating, creating, and removing RDF graphs in a Graph Store
  - Understands the difference between SQL query language (which operates on database tables) and SPARQL (which operates on RDF graphs)
  - Understands RDF serializations as interchangeable encodings of a given set of triples (RDF graph)
  - Understands the role of formally declared domains and ranges for inferencing.
  - Uses the SELECT clause to identify the variables to appear in a table of query results

RDF-101

In this lesson you will learn: 1) What RDF is and how it fundamentally differs from XML and relational databases; 2) What is meant by a "graph data model"; 3) How RDF is typically represented visually; 4) The importance of the URI, and the significance (or lack thereof) of identity "universality".

URL: http://www.cambridgesemantics.com/semantic-university/rdf-101
Keywords: XML, Relational Model, Tuple, Named Graph, Triple, Graph, HTTP URIs, RDF
Publisher: Cambridge Semantics
Language: http://id.loc.gov/vocabulary/iso639-2/eng
Time required: P20M

Favorite ☆

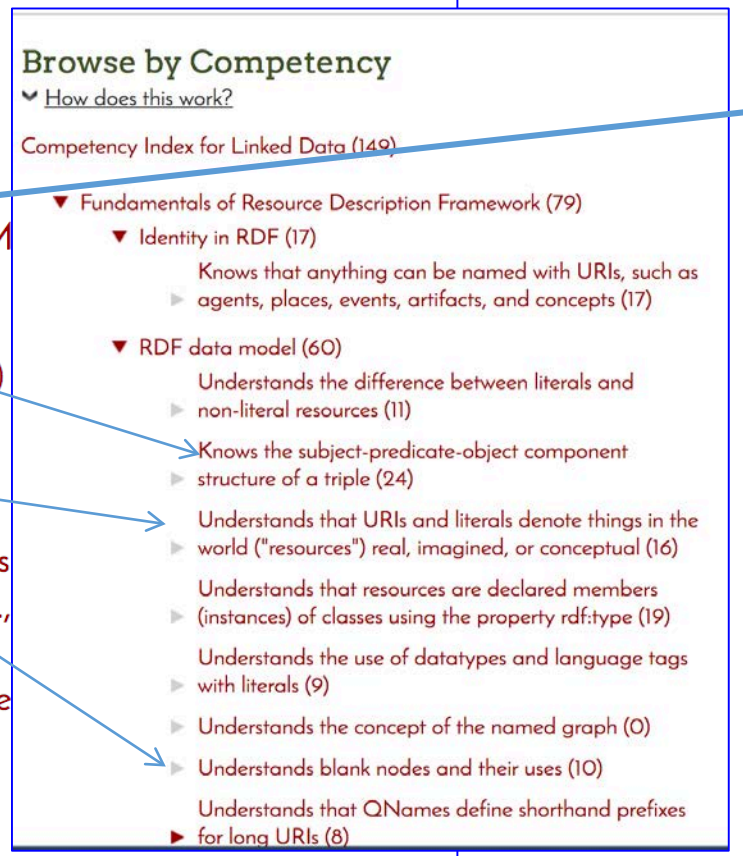
- Competencies

  - Articulates differences between the RDF abstract data model and the XM
  - Knows the subject-predicate-object component structure of a triple
  - Understands blank nodes and their uses
    Understands that URIs and literals denote things in the world ("resources")
  - conceptual
  - Understands the difference between literals and non-literal resources
  - Understands the RDF abstract data model as a directed labeled graph
  - Differentiates hierarchical document models (eg, XML) and graph models
    Grasps essential differences between schemas for syntactic validation (e.g.,
  - (RDF Schema)
  - Knows that anything can be named with URIs, such as agents, places, eve

Levels not indicated, perhaps use notation of some sort, numbers to indicate the competencies.

Could topics be indicated based on what is included in each lesson for example from this lecture we could have topics like

1. What is RDF?
2. What is a graph data model?
3. Representing RDF visually
4. URI significance



Note: there are quite a few competencies listed here could not be found in the index.

3. The information about a resource

Description of resources is not consistent. Some information is missing in some cases. One example shows audience, use and interactivity type, the other does not.

Practical Work In Linked Data Using Digital Collections: Unleashing The Expressivity Of Data

The University of Nevada, Las Vegas (UNLV) Linked Data Project provides a case study of the complex topic of linked open data, from emerging concept in librarianship to practical outcome. The project began with a small academic library study group created in April 2012 and was comprised of professionals from various functional areas. The initial goal was to better understand linked data concepts and potential benefits to the Libraries. In October 2012 after reviewing literature, attending presentations, and discussing concepts, UNLV Digital Collections designed an exploratory project. Because there was very little in the literature about how to practically implement linked data in digital collections, the team decided to focus on the transformation of typical digital collections metadata. The project made significant progress outlining technologies, tools, and models that can be implemented by librarians. This presentation covers basic concepts of linked data, the rationale for libraries to start preparing for adopting linked data, followed by a demonstration of visualization tools operating on the linked data generated from UNLVs digital collections.

URL: https://www.youtube.com/watch?v=xPIQBEZvz9g
Keywords: Data visualization, Metadata, Linked Data Principles, Linked Data, Open Refine, HTTP URIs
Author: Southwick, Silvis
Publisher: Coalition for Networked Information (CNI)
Date created: 2014-06-18 07:00:00.000
Language: http://id.loc.gov/vocabulary/iso639-2/eng
Time required: P45M

Multi-Agent And Semantic Web Systems: RDF Data Structures

This slide presentation of lecture material was used as part of a course given at The University of Edinburgh School of Informatics. This lecture reviews the concepts of resources and HTTP URIs, then discusses literals and datatypes. Discusses "Instance-of" in RDF, the use of blank nodes, and mapping from the relational model to RDF.

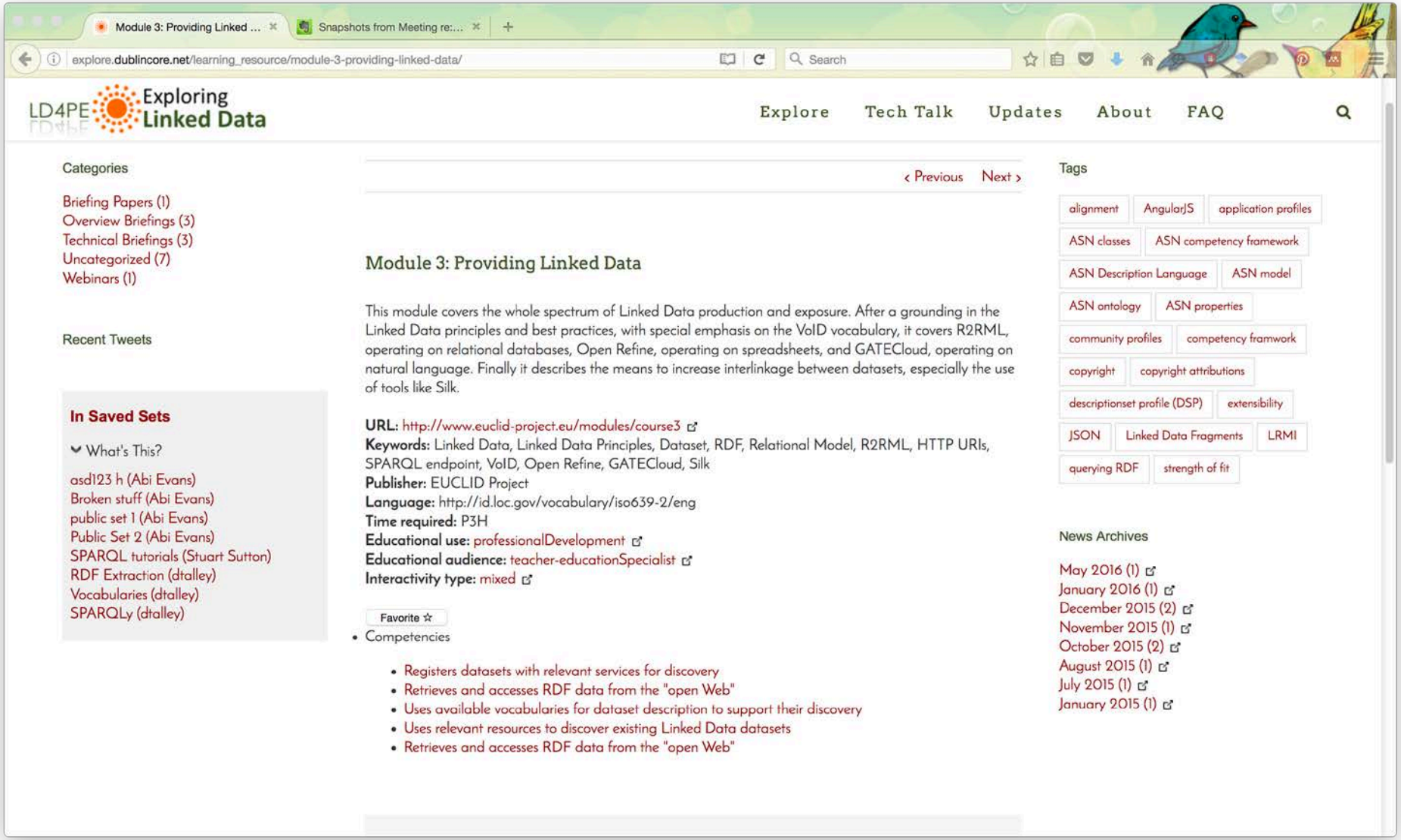
URL: http://www.inf.ed.ac.uk/teaching/courses/masws/lectures-14/6-full.pdf
Keywords: Mapping, R2RML, Relational Model, Blank Node, HTTP URIs, RDF
Author: McNeill, Fiona
Date created: 2013-01-31 05:00:00.000
Language: http://id.loc.gov/vocabulary/iso639-2/eng
Time required: P25M
Educational use: instruction
Educational audience: student
Interactivity type: expositive

Favorite ☆

Competencies

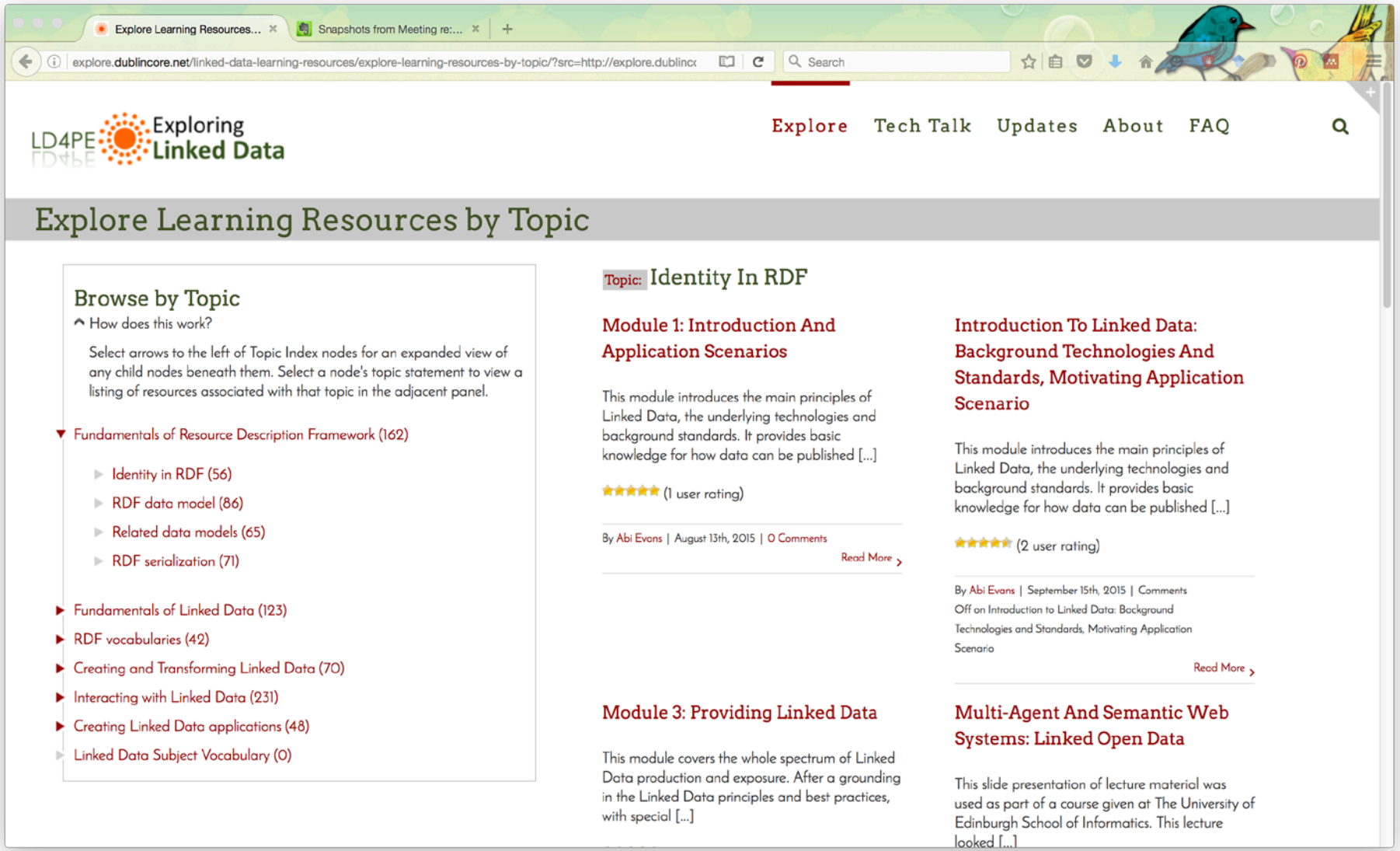
- Structures data using blank nodes where appropriate
- Understands blank nodes and their uses
- Understands that URIs and literals denote things in the world ("resources") real, imagined, or conceptual
- Understands the use of datatypes and language tags with literals

Is the jargon used for the time well understood? P25M/P45M/P2H...
What exactly is meant, time to go through, time to learn the material, time length of material? Something else? Explanation needed.



How can a user tell what format this resource is available in. For example if an instructor was looking for a video lesson to include in a lecture? There is no indication given.

Would be nice to know what resources are available as video/worksheet/webpage/ etc. (consider redesigning category section to reflect that?)



If a professor wished to explore the topic, "What is RDF?" for example, where would they click? Can topics be broken down into more obvious units and direct links be made?

The 'keywords' for each resources have no weight – what topics this resource mainly talked about? What topics were just briefly mentioned? Could you give top 5 first?

4. The resource’s specificity

Module 1: Introduction and Application Scenarios

Categories

Briefing Papers (1)
Overview Briefings (3)
Technical Briefings (3)
Uncategorized (7)
Webinars (1)

Recent Tweets

In Saved Sets

What's This?

asd123 h (Abi Evans)
Broken stuff (Abi Evans)
public set 1 (Abi Evans)
Public Set 2 (Abi Evans)
SPARQL tutorials (Stuart Sutton)
RDF Extraction (dtalley)
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SPARQLy (dtalley)

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Time required: P2H
Educational use: instruction
Educational audience: professional
Interactivity type: mixed

Favorite ☆

- Competencies

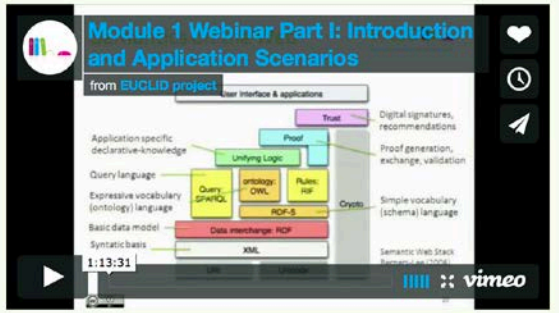
Articulates differences between the RDF abstr… …nal
- models
- Knows the subject-predicate-object component structure of a triple
- Understands blank nodes and their uses
- Understands the difference between literals and non-literal resources

descriptions
JSON
querying RD

News Archi
May 2016
January 20
December
November
October 20
August 201
July 2015 (1)
January 2015 (1)

I could not tell if there is any video or ppt from this 'module'.

Watch the webinar 'Semantic Technologies and Linked Data Foundations' (73 minutes):

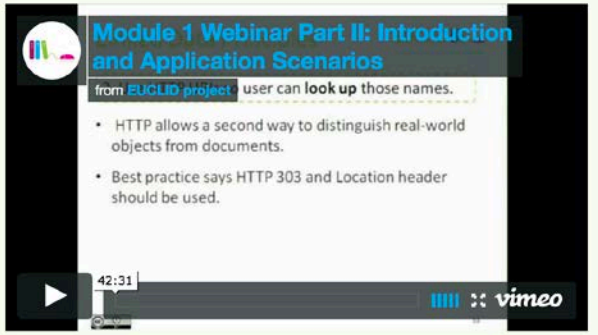


View the slides of this webinar:

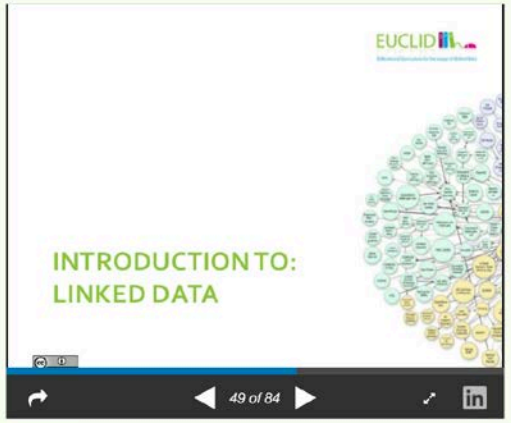
This is what I found. each has its own URL.

Why not give us the specific video and ppt as resources?

Watch the webinar 'Introduction to Linked Data' (45 minutes):



View the slides of this webinar:



5. Web page layout

- Categories & Tags are not (do not seem to be) affiliated with topics/competencies and instead seem to relate to tech talks.
- Very confusing, until you spend time to find out.
- This issue must be solved before inviting people to evaluate LD4PE.

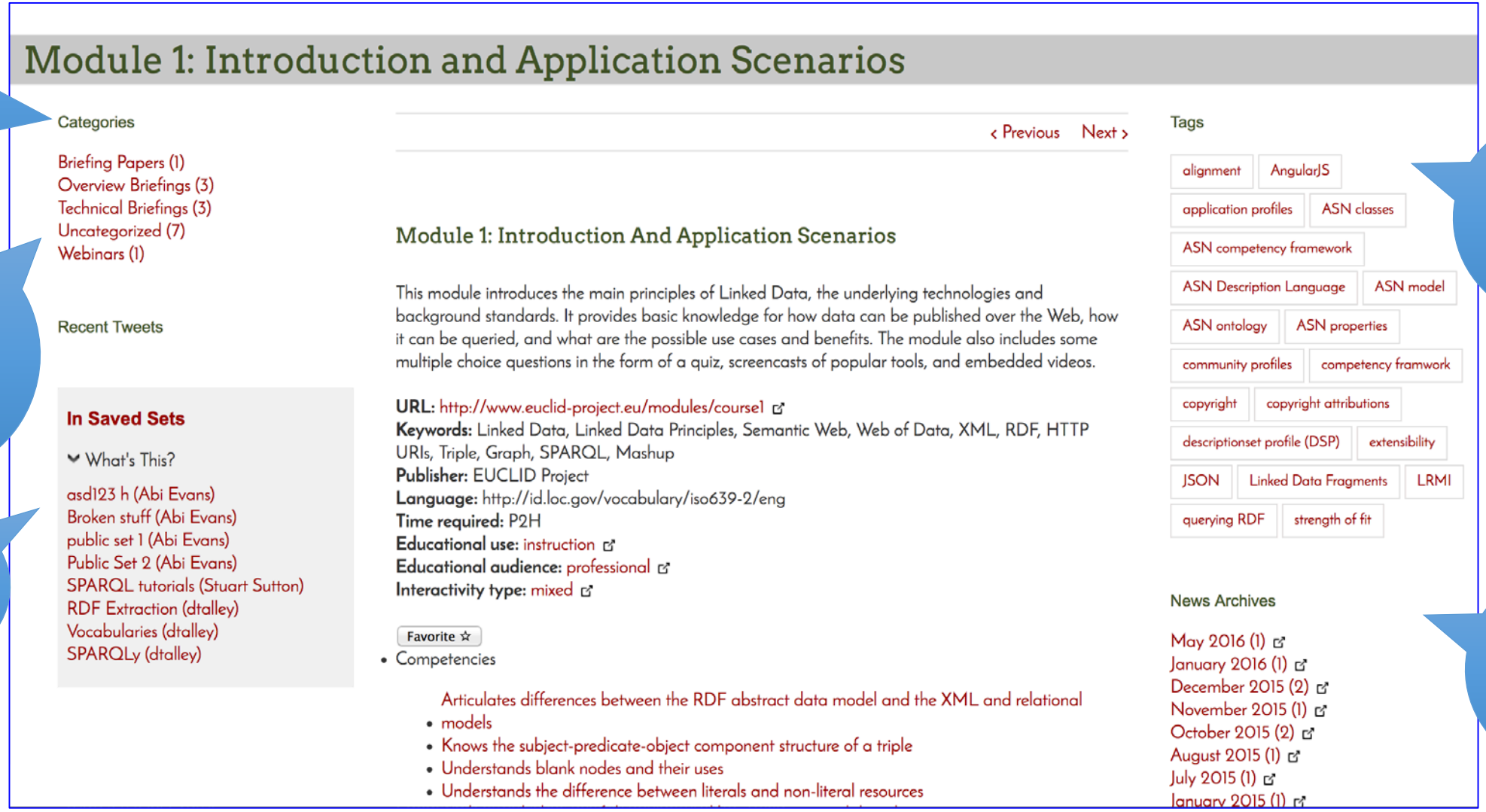
What do you mean "category"? Module 1's?

Not related to resources

Not working .

Not related to resources

What news? About the Module 1?



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‹ Previous Next ›

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Publisher: EUCLID Project
Language: http://id.loc.gov/vocabulary/iso639-2/eng
Time required: P2H
Educational use: instruction
Educational audience: professional
Interactivity type: mixed

Favorite ☆

- Competencies

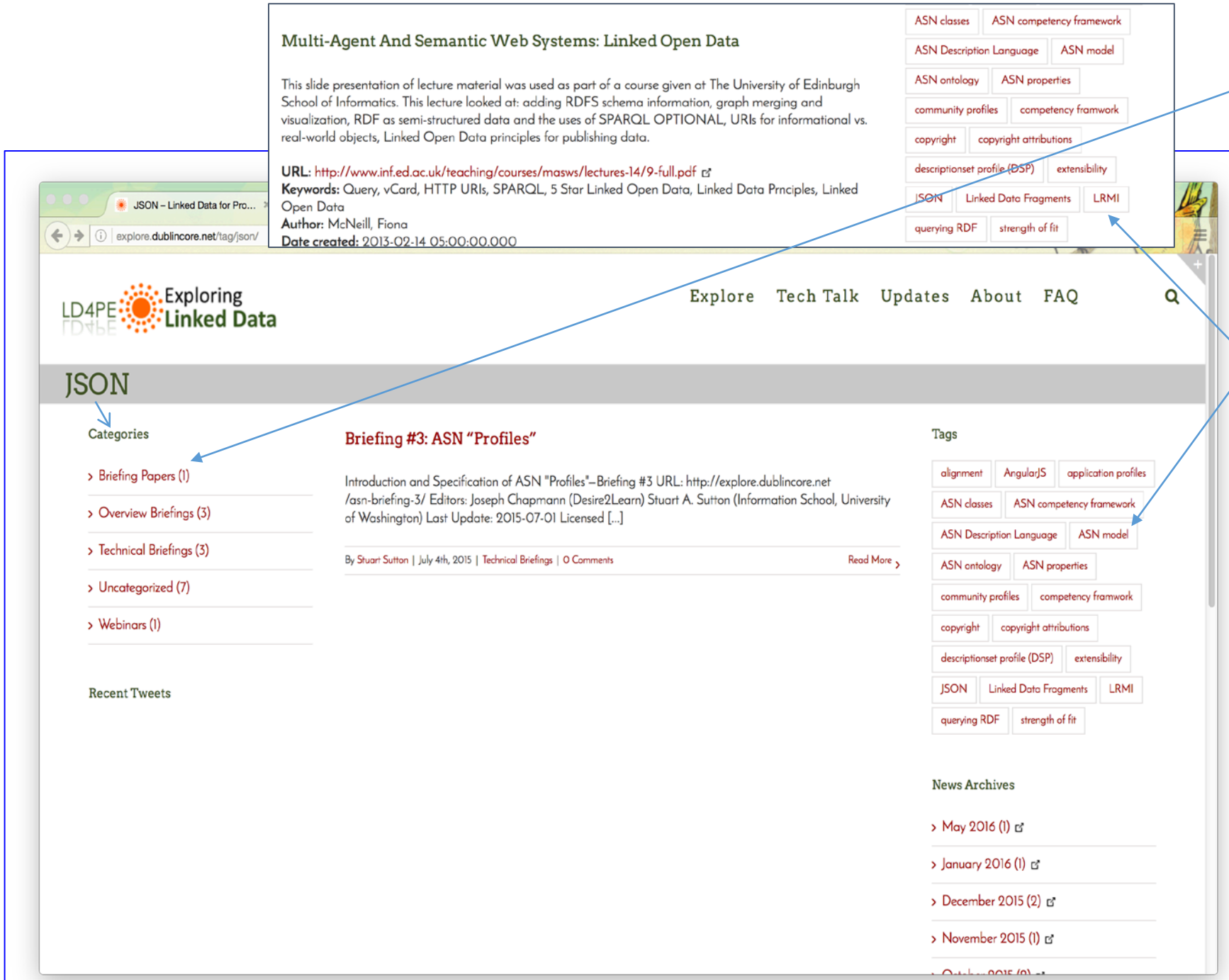
Articulates differences between the RDF abstract data model and the XML and relational
- models
- Knows the subject-predicate-object component structure of a triple
- Understands blank nodes and their uses
- Understands the difference between literals and non-literal resources

Tags

alignment | AngularJS | application profiles | ASN classes | ASN competency framework | ASN Description Language | ASN model | ASN ontology | ASN properties | community profiles | competency framwork | copyright | copyright attributions | descriptionset profile (DSP) | extensibility | JSON | Linked Data Fragments | LRMI | querying RDF | strength of fit

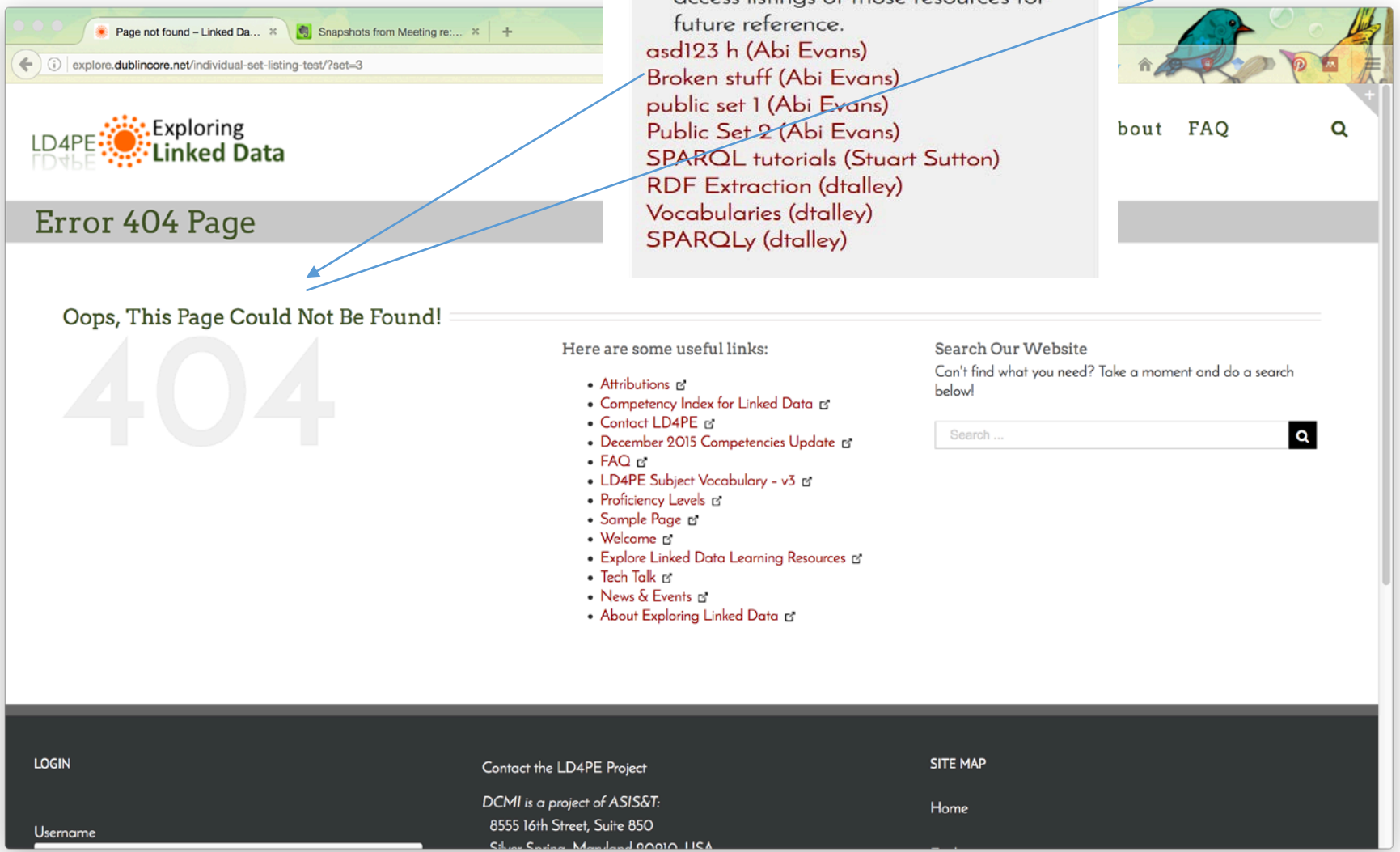
News Archives

May 2016 (1)
January 2016 (1)
December 2015 (2)
November 2015 (1)
October 2015 (2)
August 2015 (1)
July 2015 (1)
January 2015 (1)



Expected **categories** to be resources of that type under each topic. I.E, I expected that if I clicked a topic, it mean that there was one webinar available on that topic. It doesn't't seem to relate and so I think is misleading to the user.

The same thing applies to tags. Currently there doesn't seem to be any relationship between tags and content. In both examples shown here. The tags remain the same.



Clicking on a saved set results in 404 error. Perhaps this should not be displayed to all users and instead only the user to whom the saved set belongs if these collections are meant to be a personal resource.

Introduction To Linked Data

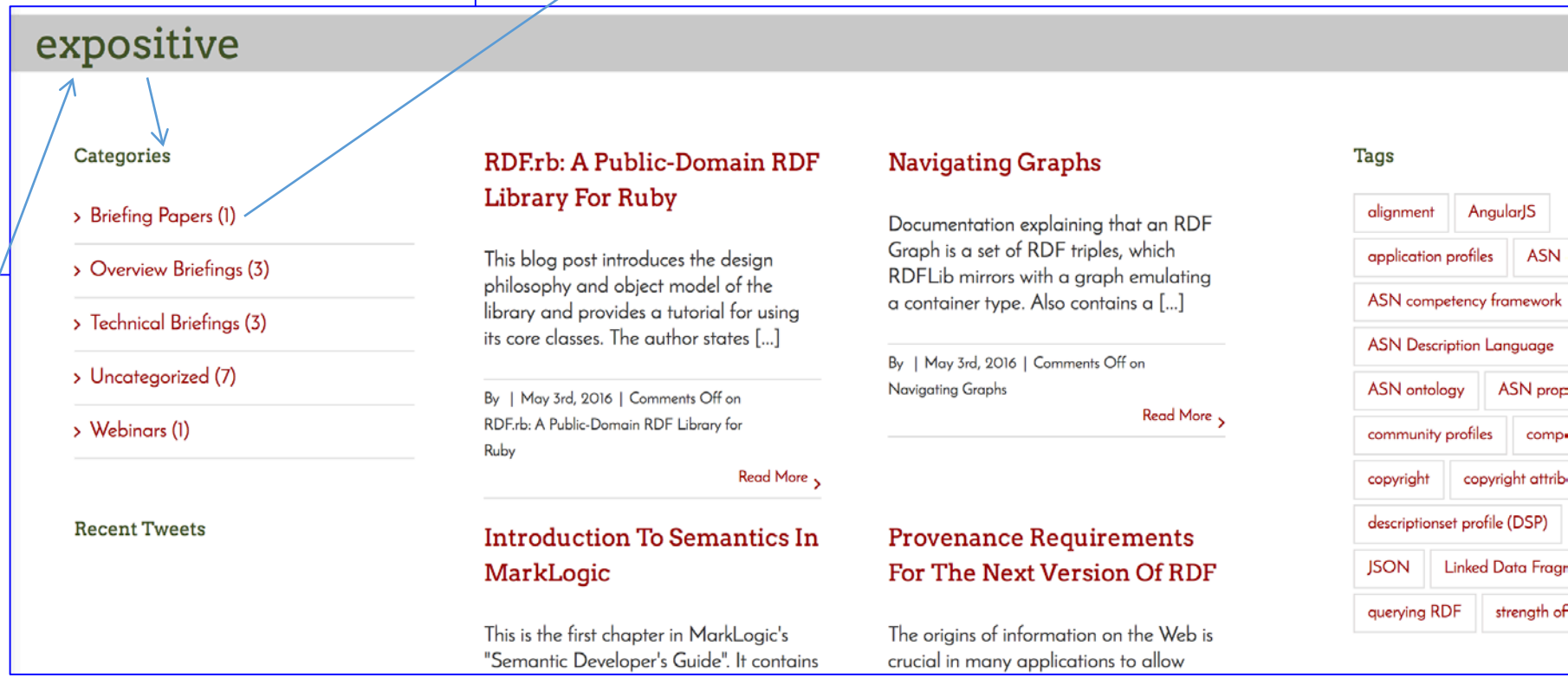
By the end of this training module one should have an understanding of: What is linked data; What is open data; What is the difference between linked and open data; How to publish linked data (5-star schema); The economic and social aspects of linked data.

URL:
http://www.slideshare.net/OpenDataSupport/introduction-to-linked-data-23402165?related=1
Keywords: Open Refine, RDF, Web of Data, 5 Star Linked Open Data, Linked Open Data, Linked Data Principles, Linked Data
Author: Goedertier, Stijn
Publisher: Open Data Support
Date created: 2013-06-24 07:00:00.000
Language: http://id.loc.gov/vocabulary/iso639-2/eng
Time required: P15M
Educational use: professionalDevelopment
Educational audience: student
Interactivity type: expositive

What do you mean expositive?

When click on it, I got:

???



LD4PE Exploring Linked Data

Explore Tech Talk Updates About FAQ

Welcome

Theory & Background

The primary goal of the RDF-modeled Competency Index for Linked Data is to provide a means for mapping learning resources descriptions to the competencies those resources address to assist in finding, identifying, and election resources appropriate to specific learning needs. – Learn More

Featured Resource

Learn About SPARQL 1.1

This S5 format slideshow details the changes made to the query language in SPARQL 1.1- it is not a basic introduction to SPARQL and assumes that the reader is already familiar with the basic functions of SPARQL 1.0.

Recent Updates

Updated version (May 2016) of the LD4PE Competency Index available for review and feedback

(5/24/2016)

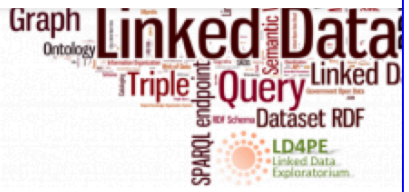
Current version of the LD4PE Competency Index ready for review and feedback

Not sure where to start, tried all these links.

Did not know that the picture is where one should click.

How does this work?

- Competency Index for Linked Data (149)
  - Fundamentals of Resource Description Framework (79)
    - Identity in RDF (17)
      - Knows that anything can be named with URIs, such as agents, places, events, artifacts, and concepts (17)
    - RDF data model (60)
      - Understands the difference between literals and non-literal resources (11)
      - Knows the subject-predicate-object component structure of a triple (24)
      - Understands that URIs and literals denote things in the world ("resources") real, imagined, or conceptual (16)
      - Understands that resources are declared members (instances) of classes using the property rdf:type (19)
      - Understands the use of datatypes and language tags with literals (9)
      - Understands the concept of the named graph (0)
      - Understands blank nodes and their uses (10)
      - Understands that QNames define shorthand prefixes for long URIs (8)
      - Articulates differences between the RDF abstract data model and the XML and relational models (9)
      - Understands the use of RDF Schema to create



The *Competency Index for Linked Data* (CI) will be comprised of a set of topically arranged assertions of the knowledge, skills and habits of mind required for professional practice in the area of Linked Data.

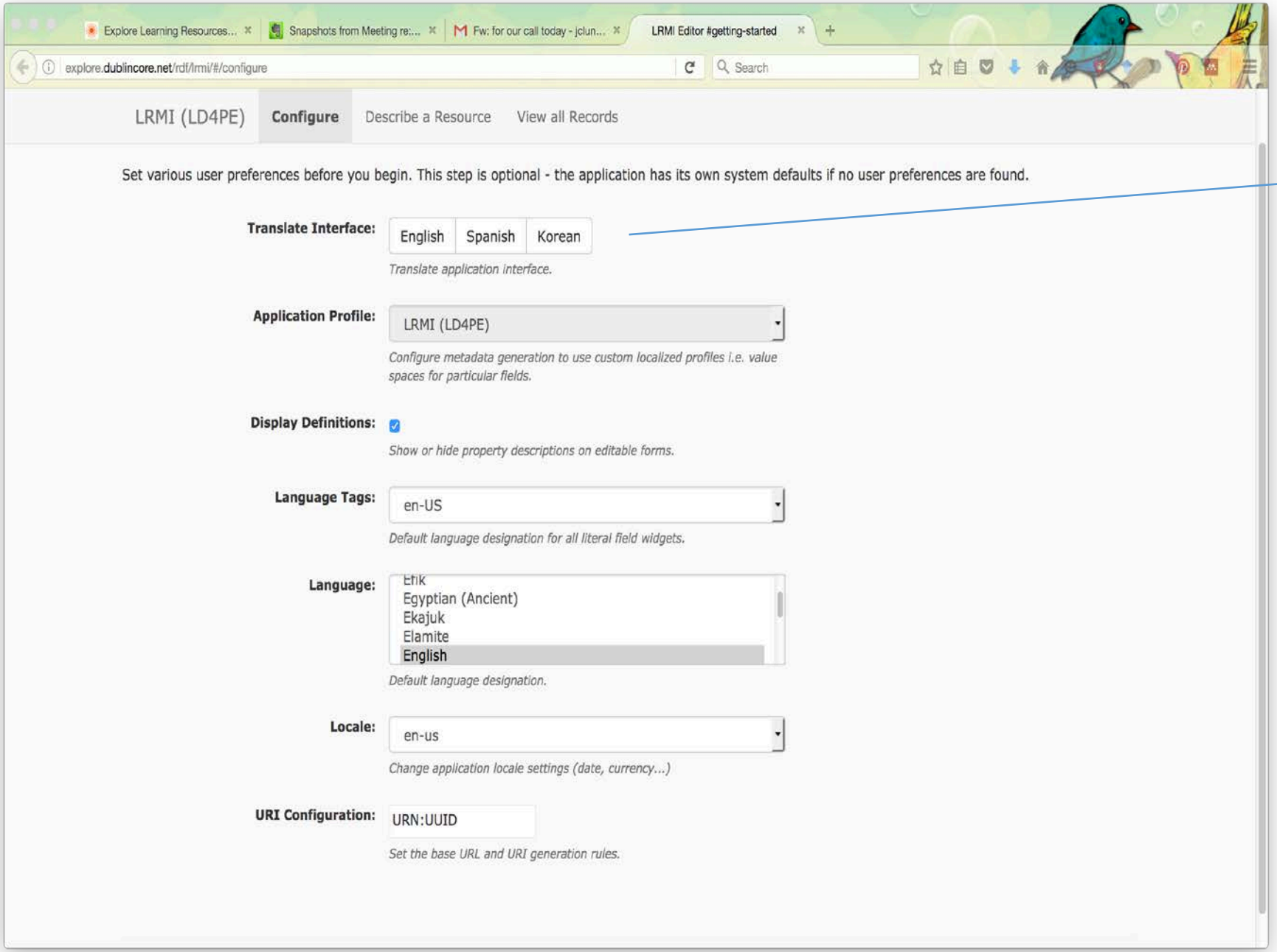
This structure is illustrated at left. CI development is expected to openly crowd-source expertise in the dev processes under the guidance of the project's CI Editorial Board (CIEB).
Learn more about the Competency Index.

IMPORTANT NOTES:

1. The CI at left is is a work in progress. The CI Editorial Board (CIEB) is developing the competencies and benchmarks an completion of the CI by June 2016. As sections of competencies are approved by the CIEB, they are added to the versio the left and learning resources are mapped to it.
2. The CI development work is being partially funded through an IMLS *National Leadership Grant for Libraries*.

Much space seemed to be wasted. Here only the first category's competencies were opened. Not easy for navigate among the competencies

6. The tools



This seemed to be about THIS FORM's language setting.

Confused about its function and relationship with others.

Not sure if what I configured are really saved. No 'submit' or 'undo'.

Could add a submit/Save or Cancel button to help with knowing whether configurations have been made or abandoned.

After we changed, still do not see if it affects the 'describe a resource' .

Pedagogy

This whole section could be optional, and be put in a different part to open up only if needed.

Educational Use: ☐ Assessment ☐ Instruction ☐ Professional Development

The purpose of a work in the context of education.

Learning Resource Type: ☐ Alternate Assessment ☐ Assessment Item ☐ Course ☐ Dataset ☐ Demonstration/Simulation ☐ Educator Curriculum Guide ☐ Formative Assessment ☐ Images/Visuals ☐ Interim/Summative Assessment ☐ Learning Activity ☐ Lesson ☐ Lesson Plan ☐ Primary Source ☐ Rubric Scoring Guide ☐ Self Assessment ☐ Syllabus ☐ Technical Specification ☐ Text ☐ Textbook ☐ Unit

The predominant type or kind characterizing the learning resource.

Educational Audience: ☐ Administrator ☐ General Public ☐ Mentor ☐ Parent ☐ Peer/Tutor ☐ Professional ☐ Student ☐ Teacher/Education Specialist

The group for whom the item was created.

Proficiency Level: ☐ Fundamental Awareness ☐ Novice ☐ Intermediate ☐ Advanced ☐ Expert

The mastery level (or range of levels) of the audience for which the resource is intended or useful.

Typical Age Range:

The typical expected age range, e.g. '7-9', '11-', '18+'.

Time Required:

Approximate or typical time it takes to work with or through this learning resource for the typical intended target audience, e.g. 'P30M', 'P1H25M'.

Interactivity Type: ☐ Active ☐ Expositive ☐ Mixed

The predominant mode of learning supported by the learning resource.

- These seemed to be different from what we expected, such as 'tutorial' or 'webcast'.
- There are mixed formats (e.g., text, images/visuals) with the types. Wish the formats are on the top part basic description form.
- So many different categories listed in an alphabetical order, this seemed to be not appropriate.

Not sure if these would apply to LD4PE case. Not necessary.

These would be difficult to decide. It is also subjective.

Again this *time* jargon used should be more explicitly explained. What does P represent? The M and the H I can assume to be minute and hour? It's weird for someone who may never have seen the notation before.

Jargon?? Terms are familiar to some educators but may not be very familiar others, and to non-educators and non-native speakers of English.