Ontology Querying

ABSTRACT

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Categories and Subject Descriptors

K.3.2 [**Computers and Education**]: Computer and Information Science Education

General Terms

Design, Human Factors

Keywords

Ontology, Semantic

1. INTRODUCTION

This is the intro to the paper. Here we describe what the whole paper is about at a high level. We give the reader some basic idea of why the paper is addressing an important problem, and what it is, in brief, that we have to say about it. We really want the reader to be very interested, so this paragraph has to be written especially well.

The rest of the paper is organized as follows. Section 2 describes background that a reader needs to know to appreciate our contribution. A survey of related work is either included here, or broken out into a separate section. Section 3 describes our results, including a description of our experimental measures, the hypotheses we were testing, and the results of our data. Finally, Section 4 presents a summary of our conclusions and suggestions for future work.

2. BACKGROUND

Here is an example of a related work section and how to cite sources.

The benefits of SBL have been most explored in introductory courses [?, ?, ?], but have also been applied to

specialized topics, including Human Computer Interaction [?] and Game Design [?]. Game design and HCI require a hybrid mastery of artistic elements and programming abilities. The artistic qualities of these disciplines naturally lend themselves to the benefits of SBL, which has a long history in the arts.

Participation in courses featuring SBL has shown to give students a greater confidence in their own project quality and programming abilities, and creates a sense of community among CS students [?, ?]. As a part of SBL, students are given the opportunity to enhance and exhibit skills that may be neglected in a traditional computer science education—students often collaborate as a team, discuss competing solutions, and explain their work to their peers [?]. Working collectively not only creates an environment where students can learn from each other—increasing their technical skills, but they also gain valuable communication skills [?]. SBL is a well-attuned educational response to industry desires for more refined interpersonal and team skills from Computer Science graduates [?]. While the application of SBL to CS is still in its early stages, and has yet to be widely adopted, the studies that have been done have shown promising results.

3. RESULTS

In this section, we present the data we collected this with that. We also present an analysis of that other thing.

3.1 This

We collected data about this from students in CMPSC56, a 2nd-year CS course at a large public research university. [TODO: Say more about this.]

3.2 That

[TODO: Describe that]

3.3 That other thing

[TODO: Describe that other thing]

4. CONCLUSIONS AND FUTURE WORK

We have presented results of a study of this, that and some other thing. Here we recap the major results, and their signficance for human progress towards self-actualization as a species.

Future work may include repeating the experiment conducted in this paper over future offerings of the course, to lend even more statistical support to our claims, as well as investigating some ideas that we've come up with in the meantime that we think will be even better.

5. REFERENCES