Education and Training for Knowledge Organization: Introduction to this Special Issue

Olivia Pestana*, Thiago Henrique Bragato Barros**,
David Haynes*** and Gercina Ângela de Lima****

* Faculty of Arts and Humanities of the University of Porto,
Via Panorâmica, s/n, 4150-564 Porto, Portugal. opestana@letras.up.pt
**Federal University of Rio Grande do Sul Rua Ramiro Barcelos, 2705 –
Campus Saúde Brazil – Porto Alegre – RS – CEP 90.035-007, Bragato.barros@ufrgs.br
*** Edinburgh Napier Universitym, 9 Sighthill Ct, Edinburgh, EH11 4BN,
United Kingdom, david@davidhaynes.co.uk
****Federal University of Minas Gerais, Programa de Pós-Graduação Gestão & Organização do Conhecimento
(PPG-GOC), Av. Antônio Carlos, 6.627, Belo Horizonte, MG, 31.270-901, Brazil, <glima@eci.ufmg.br>

Olívia Pestana is an Assistant Professor at the Faculty of Arts and Humanities of the University of Porto, Portugal, and she is also a researcher at CITCEM (Transdisciplinary Culture, Space and Memory Research Centre). She holds a Ph.D. in Information and Communication in Digital Platforms, and a master's degree in information management from the University of Porto. Her main activities and interests are in content analysis, knowledge organisation systems and subject indexing in a variety of domains.

Thiago Henrique Bragato Barros is an associate Professor in the Department of Information Science at the Federal University of Rio Grande do Sul (UFRGS), Permanent Professor in the Graduate Programs in Information Science at UFRGS and UFSC. Postdoctoral degree in Information Science from the University of Brasilia (2018-2019). Researcher in research groups from UNB, UFSC, UFSCAR, and UFRGS. President of the International Society for Knowledge Organization (2022-2026). Managing Editor of the journal Knowledge Organization. Coordinator of the Graduate Program in Information Science - PPGCIN UFRGS (2020-2024). Member of the Editorial Commission of the journal Em Questão. Member of the Scientific and Technical Advisory Council (STAC) of ISKO. Led a Working Group at Ancib. Chaired ISKO Brazil. Coordinated the Undergraduate Course in Archival Studies and Directed the College of Archival Studies. Organized national and international events in the field of information. Representative of the Information area on the Advisory Committee at FAPERGS (2022-2024). Has experience in the area of Archival Studies and Information Science, mainly working on the following topics: Linguistic Approaches in Information Science and Knowledge Organization.

David Haynes lectures on information governance, information security, knowledge management and privacy. After a career in information management he returned to academia to do a PhD on 'Regulation of Access to Personal Data on Online Social Network Services in the UK' which he completed in 2015. His research interests include: information governance and ethics, regulatory systems, and knowledge organization. The second edition of his book, 'Metadata for Information Management and Retrieval' was published in 2018.

Gercina Ângela de Lima is a full professor at the Information Science School of Federal University of Minas Gerais, Brazil. She holds a PhD in Information Science from UFMG(Brazil) and a Masters in Library Science and Services from Clark Atlanta University (USA). She is the coordinator of the Research Group MHTX Research Group – Conceptual Modeling for Organization and Representation of Hypertextual Information, and has a Research Scholarship, from The Brazilian Research Council (CNPq), since 2010. Her currents research interests include Organization and Representation of Knowledge, Hypertext, Digital Library and Web Semantic.

158

Knowl. Org. 50(2023)No.3
O. Pestana, T. H. Bragato Barros, D. Haynes, G. Â. de Lima. Education and Training for Knowledge Organization

We are excited to announce the release of a special issue of Education and Training for Knowledge Organization. Education and training in the field of Knowledge organization (KO) have been conducted in various academic disciplines, including Library, Archives, and Information Science Education. Within this field, the term KO has been specifically used in connection with formal education across field and disciplines, but specially in Archival Studies, Library and Information Science and Computing. This can be found in the works of Patuelli (2010), Rehman and Alajmi (2017), Salaba (2020).

As new disciplinary practices emerge, the boundaries of KO are expanding. With this special issue, our goal is to explore diverse perspectives and approaches in KO education. We would like to express our gratitude to the authors and reviewers who have contributed to this special issue, as their valuable insights have enhanced our understanding of what is taught in a broad conception of KO.

This special issue features the work of ten authors who come from Brazil, Denmark, Ireland, Italy, and Uruguay. Their contributions not only provide insights into different teaching experiences but also offer a geographical diversity of approaches. We hope that the articles included in this issue will not only serve as a catalyst for future research in this area but also inspire further exploration and development of KO education

The issue contains five contributions:

(1)

The opening article in this special issue is by Birger Hjørland and provides a wide-ranging review of education in knowledge organization. He suggests that ontology and epistemology imply a theory of KO which then implies specific KO solutions. He makes the case for progression from a basic understanding of KO at undergraduate level to more advanced studies at master's level leading to scholarship at the doctoral level. In KO education there is a distinction between "1) the practical or professional knowledge, [and] 2) the theoretical or academic knowledge". The practical approach is represented by knowledge of classification systems, and cataloging standards. However, he maintains that "it is problematic to neglect deeper theoretical issues in KO education." For indexing and classification, Hjørland considers rationalist theories, empiricist theories, historicist approaches and pragmatic / critical approaches. Reconciling the theoretical and practical considerations has been one of the aims of the Encyclopaedia of Information and Knowledge Organization (EIKO), which has become a significant resource for educators in KO. Hjørland's main argument is that education in KO needs a theoretical commitment, whilst warning against orthodoxy. He finishes with an appeal that "research-based education should improve practice and shape the future, not just reflect the present".

(2)

Subhashis Das, Mayukh Bagchi and Pamela Hussey's "*How to Teach Domain Ontology-based Knowledge Graph Construction? An Irish Experiment*" presents a proposed, from the perspective of classroom teaching, a methodology to bridge the gap amongst domain data availability, formal specification of domain ontologies and their practical use in the form of ontology-based KGs. In addition, the paper reports the experiences of teaching a version of the proposed methodology in a (digital) healthcare informatics course designed for healthcare professionals incubated and designed at *Centre for eIntegrated Care* (CeIC), a research center at Dublin City University. It would also provide details regarding the development of teaching resources alongside providing illustrations of how the methodology can be adapted for classroom teaching as well as online teaching.

(3)

Lei Zhang in "*The KO Education Within and Beyond MLIS*" presents an extensive study based on a comprehensive survey of KO courses at library and information schools offering ALA-accredited MLIS programs and other programs to show knowledge organization education at different levels and across fields. The survey focused primarily on a group of specific topics: a) the core and elective courses in MLIS programs that cover the general concepts of knowledge organization and the specific subfields within knowledge organization; b) the KO courses offered in other master's programs, such as the information management program, the data science program, the school library program, and any knowledge organization courses developed specifically for programs (i.e., health) other than MLIS; c) the KO courses offered in the undergraduate programs; and finally, d) the development of knowledge organization courses for the use of taxonomies, ontologies, metadata, and linked data.

(4)

Benildes Maculan in "*The Universal Decimal Classification in the organization of knowledge: representing the concept of*

Knowl. Org. 50(2023)No.3

O. Pestana, T. H. Bragato Barros, D. Haynes, G. Â. de Lima. Education and Training for Knowledge Organization

159

ethics" brings us an innovative approach on the pedagogical strategy to be used in teaching the Universal Decimal Classification. It is the use of project-based pedagogy to train students to classify bibliographic resources in a collection on ethics. Through Project-Based Pedagogy, students understand the theory behind the classification scheme and learn to use the mechanisms available to form a notation and correctly interpret the syntax of classification schemes.

In this article, the author gives a brief introduction to the teaching of this field in Brazil, after which she explores the dimensions of ethics (metaethical, prescriptive, descriptive, and applied) and explains the teaching-learning strategy called project-based pedagogy, as well as its application to the teaching of the classification of resources on ethics in four procedural steps: problematic situation, development, application and evaluation. At the end of the article, the author concludes that the strategy made it possible to implement the learning of the tool and enable the understanding of essential concepts of knowledge organization.

(5)

Mario Barite, Varenka Parentelli, Natalia Rodríguez Casaballe and María Verónica Suárez In : ¨Interdisciplinarity and postgraduate teaching of knowledge organization: elements for a necessary dialogue¨ the authors argued that in order to gain a comprehensive understanding of the emphasis placed on interdisciplinarity in the teaching of Knowledge Organization (KO) in Ibero-American universities, their research aimed to establish an initial approach through the input of postgraduate course teachers. To achieve this, they propose conducting a survey that focuses on four key areas. The survey distributed to a sample of teachers. Preliminary findings indicate that KO teachers acknowledge the influence of other disciplines in shaping concepts, theories, methods, and applications. However, there is no consensus among teachers regarding which disciplines and authors contribute to building interdisciplinary connections. The study also

suggests that environmental and social tensions are reflected in the representation of subjects, particularly in the development of knowledge organization systems that embrace interdisciplinary perspectives, and in the methods used to seek information.

In conclusion, the special issue of Education and Training in Knowledge Organization serves as a testament to the evolving nature of KO and its expanding boundaries. By drawing from a diverse range of academic disciplines and geographical perspectives, this issue offers a comprehensive look into the current state of KO education. The contributions from esteemed authors across various countries underscore the global relevance and multifaceted nature of KO. As we navigate the ever-evolving landscape of knowledge organization, it is imperative to continuously reflect, learn, and adapt. This special issue not only highlights the current practices and approaches but also paves the way for future research, discussions, and innovations in the realm of Knowledge Organization.

References

Pattuelli, M. C. 2010. "Knowledge Organization Landscape: A content Analysis Of Introductory Courses". *Journal of Information Science*, *36*(6): 812-822. https://doi.org/10.1177/0165551510388118

Rehman, S. and Bidi Alajmi. 2017. "Knowledge Organization Content in Graduate Coursework". Library Review, 66(1/2): 90-106.https://doi.org/10.1108/LR-03-2016-0028

Salaba, A. 2020. "Knowledge Organization Requirements in LIS Graduate Programs". In *Knowledge organization at the interface*: Proceedings of the Sixteenth International ISKO Conference 6-8 July 2020 Aalborg, Denmark, edited by M. Lykke et al. Advances in Knowledge Organization 17: 384-393.