UBLIS 514 Soergel 2015 fall

**Assignment / activity 3. KOS construction**

**Learning objectives**

1. Explain KOS functions and structure and apply this knowledge

4. Analyze the structure of a KOS and evaluate its suitability for a given application

**5. Develop / modify / maintain KOS**

**Optional** reading from

Soergel, Dagobert

**Indexing languages and thesauri: Construction and maintenance.**

Los Angeles, CA: Melville; 1974. 632p., 72 fig., ca 850 ref. (Wiley Information Science Series)

[www.dsoergel.com/UBLIS514DS-12.0-1Reading1SoergelIndexLanguagesPrefatoryAndTOC.pdf](http://www.dsoergel.com/UBLIS514DS-12.0-1Reading1SoergelIndexLanguagesPrefatoryAndTOC.pdf)

[www.dsoergel.com/UBLIS514DS-12.0-1Reading2SoergelIndexLanguagesChapterF.pdf](http://www.dsoergel.com/UBLIS514DS-12.0-1Reading2SoergelIndexLanguagesChapterF.pdf)

**Task: Start developing a KOS for the subject *Global Health Equity***

The task consists of the following steps:

1 Collect terms and information about them

2 Sort terms alphabetically and conflate duplicates

3 Identify and conflate synonyms

4 Enrich data on terms

4 Analyse and develop the conceptual structure culminating in a faceted classification

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| 0 | **Scenario** | The KOS is to be used for indexing and searching in a system that stores data about   * documents of all kinds (books, articles, blog entries, websites) * projects * organizations * people   in the domain of *global health equity.* |
| **1** | **Material collection**  **Collect terms from three sources** | You will collect a list of terms from the sources as assigned  When you see a term you already collected, no need to collect again (but do collect variant forms)  Note: In a real project, one would keep track of the source(s) of each term  Collect terms that, in your judgment, would be useful for the scenario system.  Terms may consist of one word, such as *sanitation* or multiple words, such as *child and maternal health* or *maternal and child health* or *infectious disease*  Use capitalization as you would for the word inside a sentence, that is, use mostly lower case (as in a dictionary)  Make a 1-column Word table, 1 term per row, copy and paste.  **Sources**  **1 The attached slides (pdf file)**  http://www.dsoergel.com/UBLIS514DS-10.0-3Assignment3MaterialUB CGHE Launch Sep 16 2015.pdf  Caroline: Slides 4 – 7  Catherine: Slides 8 – 11)  2 **The website** [**http://www.buffalo.edu/globalhealthequity.html**](http://www.buffalo.edu/globalhealthequity.html)  Caroline   * Home page * About us > Our vision * About us > Our impact   Catherine   * Research > Our research * Education and outreach > Outreach   3 **A** **journal article**  Each of you will find one scholarly article in the area of *global health equity* and extract terms from the title, abstract, and text  Caroline: from a medical journal  Catherine: from a social science journal  Send the Word document to me by **W 2015-11-25**  **Note:** In a real-life project, we would also look for existing KOS (glossaries, thesauri, taxonomies, etc.) in the domain to import terms and other information. Find two such KOS and list them in your document; they might be useful for Step 4. |
| 2 | **Sort and conflate duplicates** | Send the Word documents to me and I will do this for you and send back a Word table with all terms in alphabetical order.  **Su 2015-11-29** |
| 3 | **Conflate synonyms** | Will do jointly |
| 4 | **Enrich data** | Each of you will pick two terms (Caroline medical, Catherine from social science) and find  1 a definition  2 relationships   * terminological: synonyms (ST) * conceptual: Broader Term (BT), Narrower (NT), Related (RT)   Enter these data in terms table row.  Definition and each relationship in a new line |
| 5 | **Develop conceptual structure** | We will work on this together using screen-sharing software and phone conferencing.  Need to figure out a time; I will be in touch about that  Think about this task so you can bring suggestions to the meeting |
| 5.1 |  | Sort the concepts represented by the terms into broad groups and then into finer groupings |
| 5.2 |  | Semantic factor the concepts and list the elemental concepts that transpire |
| 5.3 |  | Arrange the elemental concepts in a faceted classification. |