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Weekly outline


Ders sorumluusu: Yaşar Tonta  E-posta adresi: yasartonta@gmail.com

Ders saat ve yeri: Salı, 13:30-16:30, 102 no’lu sınıf

Dersin içeriği: Bilgi yönetimiyle ilgili temel kavramlar (bilgi, düzenleme, yönetim, bilgi kuramı –epistemoloji, vd.); Bilgi düzenleme ve yönetiminin kavramsal temelleri: modern yönetim, sistem yaklaşımı, bilşim; Bilgi yönetiminin tarihçesi; Bilgi yerleştirmeleri (habitats); Bilgi yöneten örgütler olarak kütüphaneler, arşivler ve müzeler; Bilgi toplumu; Bilgi yönetim teknolojileri (VTYS, kullanıcı arayüzü, veri anımsatma, veri madenlemesi, vd.); Bilgi yönetim ve dizi: Bilgi erişim için belgelerin dijital kullanılarak tanımlanması, ontolojiler, üst veri; iki dijital-çok dijital sistemler, doğal dijital işleme; Bilgi yönetim ve bilgileşen bilişim; Bilgi kullanıcıları; Bilgi yöneticileri; Bilgi yönetimiyle ilgili kuramlar; Yenilik yönetimi; İş süreçleri yönetimi; Yönetim bilgi sistemleri; Bilgi mimarisi; Bilgi yönetimi ve yasal çerçeve; Bilgi yönetimi ve toplumsal etki; Bilgi yönetiminin geleceği.

Dersin hedefleri ve amaçlar: Öğrencilerin bilgi yönetimi ile ilgili temel kavramların diğer disiplinlerle ilişkisini, bilgi yönetiminin etkileyen diğer disiplinlere ait gelişmeleri bilgilipim perspektifinden incelemelerini sağlamak

Öğrenecek içerik: Bu ders sonunda öğrenci bilgi yönetimiyle ilgili temel kavramların birbirinden ayrı edebilecek, farklı disiplinlerde bilgi ile ilgili olarak yaygınla kullanılan kavramları anlayacak, aralarındaki farkları mantıklı bir biçimde açıklayıp tartışılacaktır.

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Dersin gereklisi: Öğrencilerin her derste verilen bölümleri okumaları ve verilen ödevleri mutlaka tamamlamaları gerekmektedir (ödevlerle ilgili bilgiler aynı ders programda verilecektir).

Derse devam zorunludur. Derstecep telefonların tamamen sessizze alınması ve kesinlikle kullanılmamalıdır. Ders başladığında sona (geç) gelen öğrenciler derse girmek için arara veriliesini beklemek zorundadır. İzinsiz olarak üst ders gelemeyen öğrenciler durumu açıklayan resmi bir belge getirmeleri gerekmektedir.

Öğrencilerin verilen ödevleri ve sınavların kendileri cabalana ve baskalardan yardım almadan tamamlamaları zorundadır. Aksine davranışlarında Yükseköğretim Kurumları Öğrenci Diniin...
THE DISCIPLINE OF ORGANIZING

edited by ROBERT J. GLUSHKO
1.2. The “Organizing System” Concept

We propose to unify many perspectives about organizing and information with the concept of an Organizing System, an intentionally arranged collection of resources and the interactions they support. This definition brings together several essential ideas that we will briefly introduce in this chapter and then develop in detail in subsequent chapters. Figure 1.1 depicts a conceptual model of an Organizing System that shows intentionally arranged resources and interactions (distinguished by different types of arrows), and the human and computational agents interacting with the resources in different contexts. Figure 1.1: An Organizing System.

An organizing system is a collection of resources arranged in ways that enable people or computational agents to interact with them. An Organizing System is an abstract characterization of how some collection of resources is described and arranged to enable human or computational agents to interact with the resources. The Organizing System is an architectural and conceptual view that is distinct from the physical arrangement of resources that might embody it, and also distinct from the person, enterprise, or institution that implements and operates it. These distinctions are sometimes hard to maintain in ordinary language, for example, we might describe some set of resource descriptions, organizing principles, and supported interactions as a “library” Organizing System. However, we also need at times to refer to a “library” as the institution in which this Organizing System operates, and of course the idea of a “library” as a physical facility is deeply engrained in language and culture.

Our concept of the Organizing System was part inspired by and generalized to physical and web-based resource domains the concepts proposed in 2000 for bibliographic domains by Elaine Svenonius in The Intellectual Foundation of Information Organization. She recognized that the traditional information organization activities of bibliographic description and cataloging were complemented, and partly compensated for, by automated text processing and indexing that were usually treated as part of a separate discipline of information retrieval. She proposed that decisions about organizing information and decisions about retrieving information were inherently linked by a tradeoff principle and thus needed to be viewed as an interconnected system: “The effectiveness of a system for accessing information is a direct function of the intelligence put into organizing it” (p.13). We celebrate and build upon these insights by beginning each of the sub-parts of 1.1 with a quote from her book. [120]

A systems view of information organization and information retrieval captures and provides structure for the inherent tradeoffs obscured by the silos of traditional disciplinary and category perspectives: the more effort put into organizing information, the more effectively it can be retrieved, and the more effort put into retrieving information, the less it needs to be organized first. A systems view no longer contrasts information organization as a human activity and information retrieval as a machine activity, or information organization as a topic for library and information science and information retrieval as one for computer science. Instead, we readily see that computers now assist people in organizing and that people contribute much of the information used by computers to enable retrieval.

1.2.1. The Concept of “Resource”

Resource has an ordinary sense of “anything of value that can support goal-oriented activity.” This definition means that a resource can be a physical thing, a non-physical thing, information about physical things, information about non-physical things, or anything you want to organize. Other words that aim for this broad scope are entity, object, item, and instance. Document is often used for an information resource in either digital or physical format; artifact refers to resources created by people, and asset for resources with economic value.

Resource has specialized meaning in Internet architecture. It is conventional to describe web pages, images, videos, product catalogs, and so on as resources and the protocol for accessing them, Hypertext Transfer Protocol (HTTP), uses the Uniform Resource Identifier (URI). [170] [186]

Treating a resource as a primary resource anything that can be identified is an important generalization of the concept. Because it enables the-based services, data feeds, objects with RDF tags, sensors or other “smart devices” or computational agents to be part of Organizing Systems.

Instead of emphasizing the differences between tangible and intangible resources, we consider it essential to determine whether the tangible resource has information content—whether it needs to be treated as being “about” or “representing” some other resource rather than being treated as a thing in itself. Whether a book is printed or digital, we focus on its information content, what it is about, its tangible properties become secondary. In contrast, the hangars in our closet and the measuring cups in our kitchen are not about anything more than their obvious utilitarian features, which makes their tangible properties most important. (Of course, there is no sharp boundary here; you can buy “food hangars” that make a style statement, and the old measuring cup could be a family memento because it belonged to Grandma.)

Many of the resources in Organizing Systems are description resources or surrogate resources that describe the primary resources; library catalog entries or the list of results in web search engines are familiar examples. In museums, information about the production, discovery, or history of ownership of a resource can be more important than the resource; a few shards of pottery are of little value without these associated information resources. Similarly, business or scientific data often cannot be understood or analyzed without additional information about the manner in which they were collected.

Resources that describe, or are associated with other resources are sometimes called metadata. However, when we look more broadly at Organizing Systems, it is often difficult to distinguish between the resource being described and any description of it or associated with it. One challenge is that when descriptions are embedded in resources, as metadata often is in the title page of a book, in the masthead of a newspaper, or in the source of web pages, deciding which resources are primary is often arbitrary. A second challenge is that what serves as a metadata for one person or process can function as a primary resource or data for another. Rather than being an inherent distinction, the difference between primary and associated resources is often just a decision about which resource we are focusing on in some situation. An animal specimen in a natural history museum might be a primary resource for museum visitors and scientists interested in anatomy, but information about where the specimen was collected is the primary resource for scientists interested in ecology or migration.

Organizing Systems can refer to people as resources, and we often use that term to avoid specifying the gender or specific role of an employee or worker, as in the management concept of the “human resources” or HR department in a firm. The shift from a manufacturing to an information and services economy in the last few decades has resulted in greater emphasis on intellectual resources represented in skills and knowledge rather than on the natural resources of production materials and physical goods. [47] It is important to consider the capabilities and motivations of the people who are resources in Organizing Systems. We might discuss how human resources are selected, organized, and managed over time just as we might discuss these activities with respect to library resources. Nevertheless, these topics are much more appropriate for texts on human resources management and industrial organization so we will not consider them much further in this book.

1.2.2. The Concept of “Collection”

A collection is a group of resources that have been selected for some purpose. Similar terms are set (mathematics), aggregation (data modeling), dataset (science and business), and corpus (linguistics and literary analysis).

We prefer collection because it has fewer specialized meanings. Collection is typically used to describe personal sets of physical resources (my stamp or record album collection) as well as digital ones (my collection of digital music). A collection can contain identifiers for resources along with or instead of the resources themselves, which enables a resource to be part of more than one collection, like songs in playlists.

A collection itself is also a resource. Like other resources, a collection can have description resources associated with it. An index is a description resource that contains information about the locations and frequencies of terms in a document collection to enable it to be searched efficiently.
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