
KNOWLEDGE ORGANIZATION

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Official Quarterly Journal of the International Society for Knowledge Organization ISSN 0943 – 7444

International Journal devoted to Concept Theory, Classification, Indexing and Knowledge Representation

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Subject Retrieval in a Networked Environment:
Proceedings of the IFLA Satellite Meeting held
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2003. ix, 193 p. ISBN 3-598-11634-9.117

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Mai, Jens-Erik. (2004). **Classification of the Web: Challenges and Inquiries.** *Knowledge Organization*, 31(2). 92-97. 33 refs.

ABSTRACT: This paper discusses the challenges faced by investigations into the classification of the Web and outlines inquiries that are needed to use principles for bibliographic classification to construct classifications of the Web. This paper suggests that the classification of the Web meets challenges that call for inquiries into the theoretical foundation of bibliographic classification theory.

Lima, Gercina Ângela Borém and Raghavan, K. S.. (2004). **Information Retrieval and Cognitive Research.** *Knowledge Organization*, 31(2). 98-105. 22 refs.

ABSTRACT: Information Science, which attained the status of a discipline in the 1980s, has been enriched by inputs from a number of disciplines ranging from computer technology to psychology. A predominant characteristic of research in Information Retrieval in recent years has been the adoption of a ‘user-centered’ approach to the design of information systems. This shift in the emphasis began primarily after Belkin enunciated his ASK (Anomalous State of Knowledge) hypothesis. Research in the Cognitive Sciences has the potential to contribute substantially to enhancing all Information Retrieval processes. This paper emphasizes the importance of adopting a broad-based approach to cognitive research in **IR** and suggests that there is a need for exploring the relevance of analytico-synthetic approach and related research in the design of **IR** systems.

San Segundo, Rosa. (2004). **A New Conception of Representation of Knowledge.** *Knowledge Organization*, 31(2). 106-111. 18 refs.

ABSTRACT: The new term *Representation of knowledge*¹, applied to the framework of electronic segments of information, with comprehension of new material support for information, and a review and total conceptualisation of the terminology which is being applied, entails a review of all traditional documentary practices. Therefore, a definition of the concept of *Representation of knowledge* is indispensable. The term *representation* has been used in western cultural and intellectual tradition to refer to the diverse ways that a subject comprehends an object. *Representation* is a process which requires the structure of natural language and human memory whereby it is interwoven in a subject and in conscience. However, at the present time, the term *Representation of knowledge* is applied to the processing of electronic information, combined with the aim of emulating the human mind in such a way that one has endeavoured to transfer, with great difficulty, the complex structurality of the conceptual representation of human knowledge to new digital information technologies. Thus, nowadays, *representation of knowledge* has taken on diverse meanings and it has focussed, for the moment, on certain structures and conceptual hierarchies which carry and transfer information, and has initially been based on the current representation of knowledge using artificial intelligence. The traditional languages of documentation, also referred to as languages of representation, offer a structured representation of conceptual fields, symbols and terms of natural and notational language, and they are the pillars for the necessary correspondence between the object or text and its representation. These correspondences, connections and symbolisations will be established within the electronic framework by means of different models and of the “goal” domain, which will give rise to organisations, structures, maps, networks and levels, as new electronic documents are not compact units but segments of information. Thus, the new *representation of knowledge* refers to data, images, figures and symbolised, treated, processed and structured ideas which replace or refer to documents within the framework of technical processing and the recuperation of electronic information.