Abstract
Linked data is becoming an important tool for access to and sharing of resources. However, the knowledge necessary to use linked data effectively is broadly scattered and difficult for novices to learn. This special session will use early experiences from one effort (LD4PE) to systematize the learning process as a starting point for discussion and exploration.

Scope and Motivation
Understanding Linked Data standards and practices has become a key requirement for information professionals in galleries, libraries, archives and museums (GLAM). Professionals in cultural memory institutions find themselves on shaky ground as this seismic paradigm shift pushes the need for competent professionals from national centers toward local institutions. Indeed, the challenge to professional preparedness goes deeper, also affecting the teachers of the next generation of professionals and the trainers who provide continuing professional development.

The LD4PE project is developing a Web-based referatory to help alleviate this struggle by exposing learners to hundreds of learning resources aligned to the Linked Data concepts and terminologies, learnable skills, and competencies that are necessary to the effective practice of Linked Data principles. At the heart of the Exploratorium is a competency framework for Linked Data practice that supports indexing the learning resources collected by this project according to the specific competencies they address. Deliverables of the LD4PE project include:

- Competency Framework. RDF-modeled “Competency Index for Linked Data” (Index) based on the ASN Description Language (ASN-DL) for describing formally promulgated competencies and benchmarks; The competencies have been built based on both the available learning resources and the established LD standards, theories, and practices.
- Toolkit. An openly available, web-based tool set to support linked data educators and trainers through: (a) generation of RDF metadata describing learning resources; and (b) creation of learner trajectory maps expressing curricular structures or personal learning journeys superimposed over the competency framework;
- Learning Resource Descriptions. Over 400 cataloged learning resources, which have been mapped to the competencies and benchmarks of the Index, to support competency-based resource discovery by teachers, trainers and learners.
• Exploratorium website. A website to be managed by DCMI as part of its educational agenda for open discovery of competency-based learning resources, access to the toolkit, learner maps, and supporting resources; and

• Best Practices. Readily accessible best practice documentation for all processes, from community-based competency framework development and learning resource description through learner trajectory creation.

This session will begin with a tutorial in the use of the LD4PE Exploratorium and Competency Index from the standpoint of a potential learner in the linked data world, as well as an introduction to how the community feedback mechanism works for further development of the resource. The intent of the tutorial is to show how an educator or learner might describe some resources or create a trajectory map for a learning module. Using this demonstration as a starting point, the session will further discuss the issues in the Linked Data learning environment as a whole. Participants will be encouraged to contribute their own insights, lessons learned, and future requirements, using the Competency Framework as a working document to flesh out gaps and areas for further development in the teaching and learning of Linked Data concepts and skills. The attendees of this session would come away with a sense of what kinds of learning materials are available--and how LD4PE can help find them, as well as contributing to the further development of the resource and toolkit.

Organizers/Facilitators:

**Thomas Baker.** DCMI Chief Information Officer (Communications, Research and Development). A member of DCMI administrative committees since 1998, Tom served from May 2005 to January 2009 as the DCMI Director Specifications and Documentation and currently serves as the Chief Information Officer of DCMI and co-chair of the DCMI Usage Committee, which he founded in 2001. In the 2014-2015 academic year, he taught in the Department of Library and Information Science at Sungkyunkwan University in Seoul, Korea. He consults for Semantic Web projects, notably with the Food and Agricultural Organization of the UN (FAO). He has served as chair of the W3C Semantic Web Deployment Working Group, W3C Library Linked Data Incubator Group, and as a member of the W3C Semantic Web Coordination Group (currently the W3C Data Activity Coordination Group). As a digital library researcher he has worked at the Goettingen State Library (Germany), Fraunhofer Society, and German National Research Center for Informatics (GMD), and has served as an activity lead in projects funded by the EU and the German National Science Foundation. For two years, he taught at the Asian Institute of Technology in Bangkok. He holds an MLS from Rutgers University and an MA and PhD from Stanford University.

**Michael Crandall.** Michael Crandall is a Principal Research Scientist in the iSchool at the University of Washington. He is past Director of the iSchool’s MSIM degree program and its iAffiliates program. Prior to coming to the University of Washington, he was technology manager for the US Library program of the Bill & Melinda Gates Foundation. Prior to the Foundation, Michael worked on search technology and knowledge organization for the intranet at Microsoft (MSWeb) and on information architecture and online library services at Boeing. He served on the Dublin Core Metadata Governing Board since its inception in 2001 (then Board of Trustees) through 2015, and as Chair of the Governing Board, 2013-2014. He is interested in public access computing, ICT in developing countries, metadata and knowledge organization, social dimensions of knowledge transfer and large scale information systems.

**Marjorie M.K. Hlava.** Marjorie Hlava is President & Chairman of Access Innovations/Data Harmony. Her research areas include productivity of content creation, information access governance layer through automated indexing, thesaurus development, taxonomy creation, natural language processing, machine translations, knowledge organization systems (KOS) and implementation in production, search and web instances. Hlava is Founding Chair of the SLA Taxonomy Division. She has created over 100 thesauri and taxonomies and worked with more
than 600 in the process of over 2000 engagements. She is active in standards development, including Z39.19/2005 Controlled Vocabulary, Z39.84 Dublin Core and the NISO Content Board for NISO. Her blog, www.taxodiary.com, covers news trends and opinions in the taxonomy and metadata space.

Stuart A. Sutton. Stuart Sutton has been a member of DCMI since 1999, serving as the founding co-chair of the Education Working Group and on the Usage Board from its beginning in 2001 through 2007. Sutton is Associate Professor Emeritus in the Information School of the University of Washington where he continues to teach advanced courses in metadata design. He chaired MLIS degree programs at the University of Washington and Syracuse University and as Director of the School of Library and Information Science at San Jose State University in Silicon Valley. He is a consultant on strategy to JES & Co., a U.S. non-profit dedicated to the education of youth through advanced information technologies. Sutton holds MLIS and PhD degrees from the University of California at Berkeley: School of Library and Information Studies. He received his Juris Doctor (JD) from Golden Gate University School of Law and his Master of Laws (LLM) in copyright from the University of California at Berkeley: Boalt Hall School of Law.

David Talley. David Talley currently works for a web design and development agency in Seattle, focusing on metadata modeling and business process analysis for globally known clients. He completed the MLIS degree at the University of Washington Information School in August 2012. LD4PE calls on his long experience in web content management and enterprise document and knowledge management, which grew in turn from a prior career in editorial work for academic and trade book publishers.

Marcia Lei Zeng. Marcia Lei Zeng, Professor, School of Library and Information Science, Kent State University. Marcia Zeng holds a Ph.D. from the School of Information Sciences at University of Pittsburgh (USA) and M.A. from Wuhan University (China). Her major research interests include KOS, Linked Data, metadata and markup languages, smart data and big data, database quality control, semantic technologies, and digital humanities. Her scholarly publications consist of more than 80 papers and five books, as well as over 200 national and international conference presentations and invited lectures. Her research projects have received funding from the National Science Foundation (NSF), Institute of Museum and Library Services (IMLS), OCLC Online Computer Library Center, Fulbright, and other foundations.