

(1.) Course Title: INFPHD441 Semantic Web applications	Credits: 6
Course Classification: Optional	
Theoretical or Practical Nature of the Course, 'training character'¹³: 50 (credit%)	
Type of Class: practice and number of hours: 2/week in the given semester, <i>(If the course is not (only) taught in Hungarian, then the language: English)</i> Additional (specific) methods and characteristics² used in delivering the knowledge <i>(if any)</i> : -	
Assessment Method (Exam / Midterm Grade / Other³): practical course mark Additional (specific) methods⁴ applied in knowledge assessment <i>(if any)</i> : -	
Course Placement in Curriculum (Semester Number): -	
Prerequisites <i>(if any)</i> : Basic knowledge of web protocols and web technologies	
Course Description: A concise yet informative description of the knowledge to be acquired.	
Semantic Web aims for the provision of machine processable data. Nowadays large quantities of data is accessible in the format of Linked Data, which can be used for reasoning, visualization and data mining. The course aims to give an overview of methods and tools for creating and processing Linked Open Data and RDF. We will also see how to work with Description Logic ontologies and how to use OWL. Application areas are introduced including semantic search, inferencing, semantic matching, semantic annotation, visualisation, etc. The topic of Knowledge Graphs will be also covered as a new application area.	
2-5 Most Important Required and Recommended Literature List of required and recommended literature (notes, textbooks) with bibliographic data (author, title, publication details, (possibly pages), ISBN).	
• Berners-Lee, Tim; James Hendler and Ora Lassila. "The Semantic Web". <i>Scientific American Magazine</i>, May 17, 2001. • Nigel Shadbolt, Wendy Hall, Tim Berners-Lee. "The Semantic Web Revisited". <i>IEEE Intelligent Systems</i>, May/June 2006. • RDF Primer, W3C Recommendation, February 10, 2004, Frank Manola and Eric Miller, eds. • SPARQL 1.1 Overview, W3C Recommendation, March 21, 2013 • Markus Krötzsch, František Simančík, Ian Horrocks. A Description Logic Primer. In CoRR abs/1201.4089. arxiv.org 2012. • Franz Baader, Diego Calvanese, Deborah L. McGuinness, Daniele Nardi, and Peter F. Patel-Schneider (Eds.). 2003. The Description Logic Handbook: Theory, Implementation, and Applications. Cambridge University Press, New York, NY, USA. • Paolucci, T. Kawamura, T. R. Payne, and K. P. Sycara. Semantic matching of web services capabilities. In International Semantic Web Conference, pages 333–347, 2002.	
List of Prescribed Professional Competencies and Competency Elements	

(knowledge, skills, etc., KKK Section 8) that the course significantly contributes to developing (highlight the most important ones).

a) Knowledge

- Has a research-level understanding of the general and specific characteristics, major directions, and precisely developed boundaries of the subject area within the discipline, as well as the agreed and debated interrelations.
- Creatively comprehends the interrelations, theories, and conceptual frameworks and terminologies of the given field of study.¹
- Possesses research methodology knowledge necessary for independent research in the given discipline/field.

b) Skills

- Capable of creative analysis of the field, synthesizing comprehensive and specific interrelations with a new perspective, and conducting appropriate evaluative and critical activities.
- Able to apply and further develop the specialized learning and problem-solving methods of the field.
- Can creatively elaborate on the novel, previously unknown practical implications of theoretical issues.
- Capable of planning and executing new projects, conducting research in the field, and developing new techniques and approaches.
- Able to identify unforeseen professional problems and uncover the detailed theoretical and practical background necessary for their resolution at a research level.
- Can construct and communicate new relations relevant to the field, as well as comprehensive interrelations significant for personal and communal existence.

c) Attitudes

- Represents and further develops the relations that contribute to the process of human self-creation based on the field's characteristics.
- Possesses an interest and learning ability that enable identifying and solving currently unpredictable research problems in the field.
- Demonstrates a firm professional commitment, a continuous dedication to exploring new approaches, and an acceptance of the necessity for persistent effort.

d) Autonomy and Responsibility

- Builds and initiates new knowledge areas with creative independence and proposes new practical solutions.
- Participates in formulating theoretical and practical questions with a leadership role and high-level cooperation.
- Engages as an equal discussion partner with professionals in the field.

¹**Section 108**, Article 37 of the National Curriculum Act (Nftv.) 37. lesson: a session (lecture, seminar, exercise, consultation) requiring the personal involvement of the instructor to fulfil the academic requirements specified in the curriculum, the duration of which is at least forty-five minutes and not more than sixty minutes.

² e.g. case studies, role play, thematic presentations, etc.

³ e.g. continuous debriefing, mid-year report

⁴ e.g. request for case studies, thematic papers, essays, business, organisational plans, etc.

- Takes responsibility for raising and addressing new ethical questions concerning theoretical and practical aspects of the profession.

Course responsible (name, position, academic degree): **Dr. András Micsik, senior research fellow, PhD**

Instructor(s) involved in teaching the course (if any) (name, position, academic degree):
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