

# Vyhledávání informací

Vyhledávání jako služba knihoven

Referenční rozhovor

29. 9. 2023

# Vyhledávačka na doma



Jaké je identifikační číslo lampy  
pouličního osvětlení, která stojí vedle  
vchodu do Mahenova památníku v Brně?

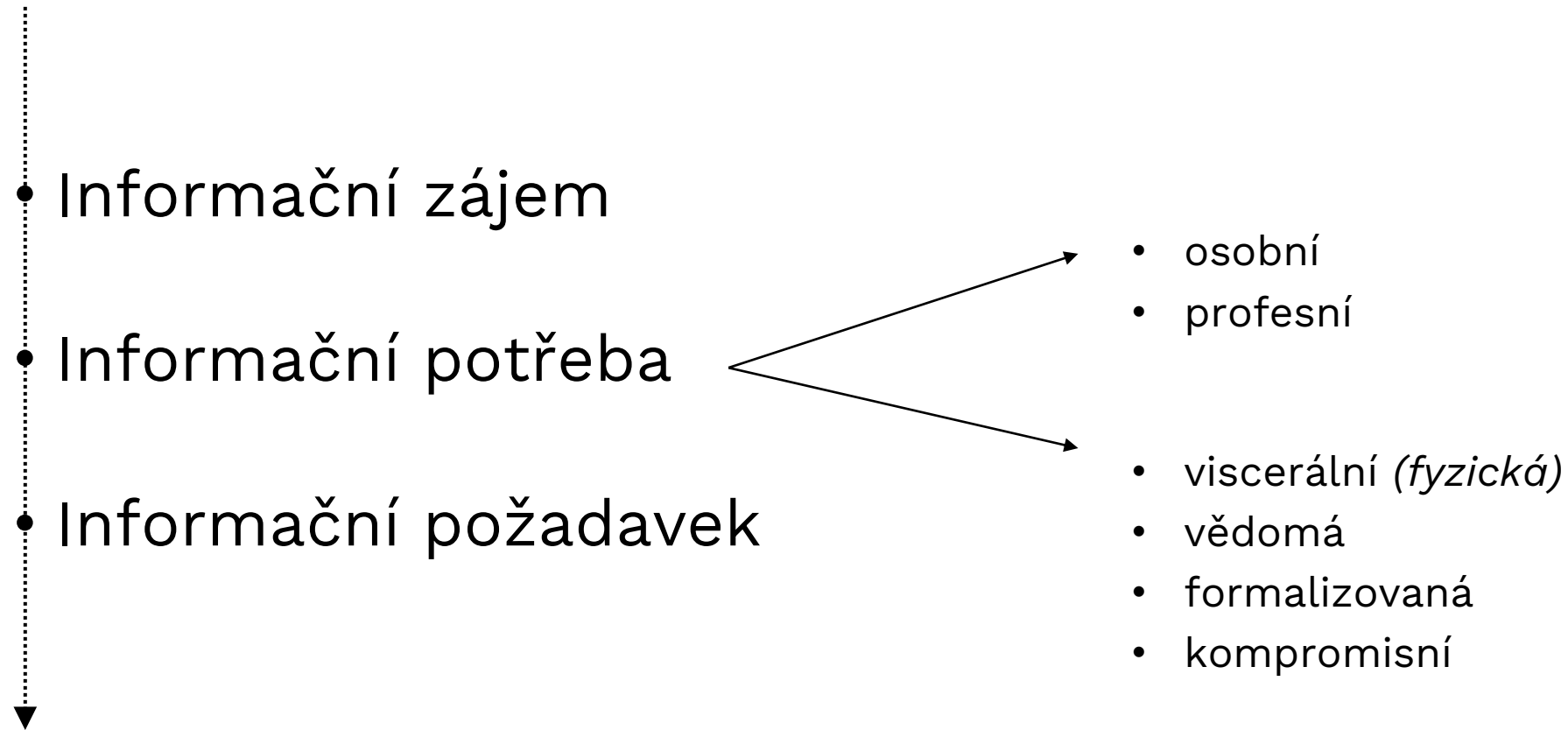
# Rozehrívací vyhledávačka



Identifikujte odborný zdroj, nejlépe knihu, kde se řeší výška a stabilita jeřábů a dopady větru na jejich stabilitu.



# Uživatel v procesu (Taylor, 1962)



*Volba strategie a volba zdrojů*

*Formulace řešeršního dotazu*

# Vyhledávačka



Najděte knihovní zákon a v něm identifikujte část, která ustanovuje referenční služby.

# Referenční služby

- Podle zákona č. 257/2001 Sb. patří poskytování ústních bibliografických, referenčních a faktografických informací a rešerší, stejně jako zprostředkování informací z vnějších informačních zdrojů, zejména ze státní správy a samosprávy (CIS), k základním veřejným informačním službám.
- Při poskytování písemných bibliografických, referenčních a faktografických informací a rešerší může knihovna požadovat úhradu skutečně vynaložených nákladů. Poskytování ústních informací je bezplatné, rešeršní služby knihovny zpoplatňují.

# Referenční služby

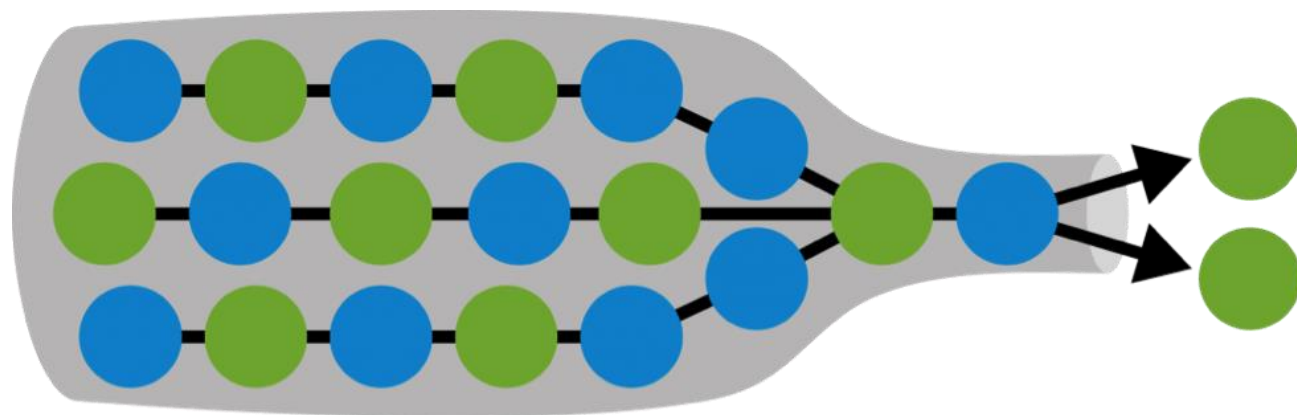
- Dány zákonem
- V různých podobách a kontextech
- Samotná podoba odvislá od možností
  
- Osobní, [telefonické](#), elektronické
- Asynchronní, synchronní
- [Ptejte se knihovny](#)
- Automatizované: ARI/SDI





Kde máte vědecké knížky?





bottleneck

„The interpersonal communication that occurs between a reference librarian and a library user to determine the person's specific information need(s), which may turn out to be different than the reference question as initially posed. Because patrons are often reticent, especially in face-to-face interaction, patience and tact may be required on the part of the librarian. A reference interview may occur in person, by telephone, or electronically (usually via e-mail) at the request of the user, but a well-trained reference librarian will sometimes initiate communication if a hesitant user appears to need assistance.”

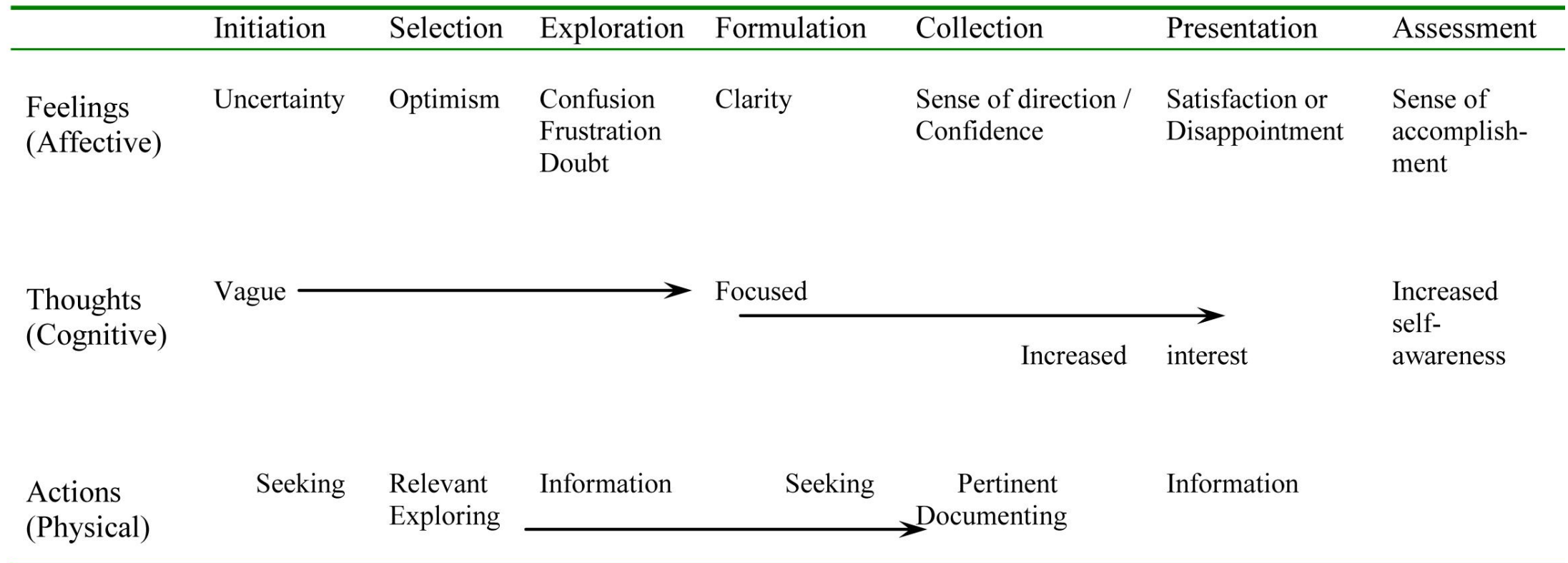
(Reitz, 2007)

# Reference interview

“A very subtle problem — how one person tries to find out what another person wants to know, when the latter cannot describe his need precisely.” – *Robert Taylor*

# Fáze řešení problému

Kuhlthauová, model *inf. search process* (1993)



V průběhu dekád množství výzkumů, trendů, přístupů...  
 V návaznosti na výzkumy informačního chování atp.

### Neutral Questioning: A New Approach to the Reference Interview

Neutral questioning is a strategy for conducting the reference interview in a way that allows the librarian to understand the query from the user's viewpoint. Neutral questions are open in form, avoid premature diagnosis of the problem, and structure the interview along dimensions important to the users. Derived from extensive studies into information-seeking behavior, this strategy has now been taught to over a thousand practitioners through workshops developed in 1981. Empirically based research to test the effects of neutral questioning is in progress. Informal evaluation indicates that neutral questioning may become a useful component of in-service training for librarians.

Brenda Dervin and Patricia Dewdney

Brenda Dervin is chair, Department of Communication, Ohio State University, Columbus. Patricia Dewdney is a doctoral candidate at the School of Library and Information Science, University of Western Ontario, London, Ontario, Canada. Submitted for review November 5, 1985; accepted for publication February 20, 1986.

One of the most important tasks of a librarian who acts as an intermediary between the inquirer and the system is query negotiation—determining what the inquirer really wants to know. This task has been described by Taylor as one of the most complex acts of human communication.<sup>1</sup>

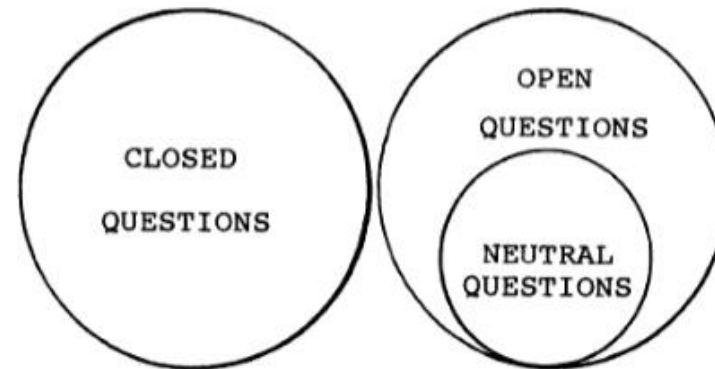
Although courses in interpersonal communication are becoming more prevalent in education for librarianship, there appears to be no systematic approach to teaching librarians how to conduct the reference interview. One fundamental reason for this may be the lack of an appropriate theoretical model for teaching interview techniques. In essence, what is available to the educator is a great deal of common knowledge about traditional interviewing approaches plus a potpourri of humanistic alternatives documented in library science literature.<sup>2</sup>

The typical approach to interviewing attempts to match users to the resources. It builds on the user's first statement by asking a series of closed questions (i.e., ques-

"no" or a specification of "this" or "that"). These closed questions are used to identify which of the system's resources the user needs and are typically arrayed along the dimensions of the system's storage and retrieval categories, such as subject or keyword, author, title, or format. In an empirically based study of the public library reference interview, Lynch discovered that librarians most frequently ask closed questions dealing with subject definition or bibliographic description.<sup>3</sup> Others have asked whether this traditional approach presents obstacles to finding out what users really want to know, and have recommended a variety of alternative approaches and techniques such as transactional analysis,<sup>4</sup> sensitivity training,<sup>5</sup> role theory,<sup>6</sup> active listening,<sup>7</sup> and the use of open questions.<sup>8</sup> Some very substantial research has been done by Jennerich,<sup>9</sup> Gothberg,<sup>10</sup> and Auster and Lawton<sup>11</sup> to determine the various effects of incorporating interviewing techniques derived from other disciplines into the librarian's communication behavior.

**TABLE 1**  
 Three Types of Questioning in the Reference Interview

In each case, the user's initial question is: "Do you have anything which gives more details about large corporations?"		
A. Closed Questions	B. Open Questions	C. Neutral Questions
Do you want annual reports?	What sort of details do you want?	If you could tell me the kind of problem you're working on, I'll have a better idea of what would help you.
Are these national or international companies?	What do you mean by large?	What would you like to know about large corporations?
Are you looking for a particular company?	What corporations are you interested in?	Tell me a bit about how you plan to use this information.



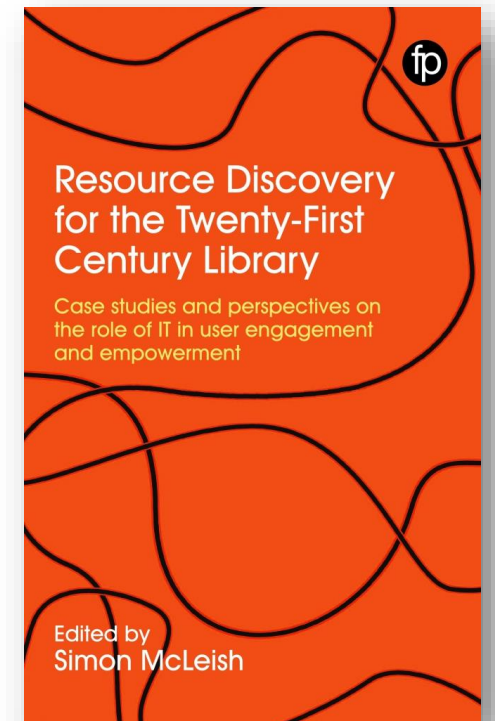
# resource discovery

objevování zdrojů se často děje jinde než v knihovně

knihovní fondy už nejsou nutně centrálním zdrojem  
*informační vzácnost -> informační nadbytek*

rekonfigurace workflow

*workflow budované okolo knihovny a jejích služeb ->  
očekávání, že knihovní zdroje zapadnou do osobního  
workflow, které obsahuje množství zdrojů a nástrojů*







## Reference Transactions Analysis: The Cost-Effectiveness of Staffing a Traditional Academic Reference Desk

by Susan M. Ryan

Available online 6 August 2008

**This study categorizes 6959 reference desk transactions to determine how many of the queries require the attention of a librarian. Results indicate that 89% could likely be answered by non-librarians. From the results of this and other studies, the author explores the cost-effectiveness of staffing a traditional reference desk with librarians.**

### INTRODUCTION

Librarians who worked in pre-Internet days remember a typical reference desk query: "I need ten scholarly articles for my paper due tomorrow." The long process of responding to the request began. First, an explanation was made that the proper print index for the request must be identified. With luck, the student had used the *Readers' Guide* in high school and had some idea of how to use a print index. For the uninitiated, a one-sided conversation began on subject terms, controlled vocabulary (found in a separate volume and different for different indexes), how to read a citation, where to find the actual names for the abbreviated journal titles contained within the citation, and how to tell (sort of) if the journal is scholarly (to know for sure, other sources had to be consulted). The student was reminded that the search strategy outlined above should be repeated in each annual volume of the index until ten articles had been found. If by chance an appropriate article was found, the student had to determine if the library actually owned the article (the odds were not good in most libraries) by consulting another print source. Then the format in which the journal was held had to be determined (microfiche? – that would require yet another lesson to use the microform reader printer, as well as a supply of change – dimes only, please – to print). With a little luck, ten articles might be procured in just a couple of hours. It was the rare student who could stumble through all of the necessary steps without the help of a librarian.

The same question asked today usually takes one database and about 30 s to suggest a search strategy. A controlled vocabulary search is rarely needed – in most cases students can enter a few keywords on their topic, check the "full-text" and "peer-reviewed" limiter boxes and get more articles than they can digest. Once shown a large aggregator database or multi-database federated search engine, students are ready to proceed and may not be back to the reference desk again during their college tenure. This is not to say that students never need reference librarians or never have information needs that require a little

„This is not to say that students never need reference librarians or never have information needs that require a little more than a quick Google or database search. But there is no doubt that online resources have caused dramatic changes not only in how questions are answered, but also in the questions themselves. Academic librarians have long discussed the changing nature of reference desk transactions, including how much time they spend on troubleshooting hardware, changing printer cartridges, and answering questions on how to use various software.“

# Informační profesionál

- Požadavky s ohledem na proces vyhledávání informací
- Aktualizované vydání vyšlo v roce 2006
- *Překotný vývoj požadavky proměnil*
- *Např. virtual reference services*
- [Evropský průvodce kompetencemi](#) v oboru LIS (48)
- [471 07](#) – VYHLEDÁVÁNÍ INFORMACÍ

ALA  
Neal-Schuman A How-To-Do-It Manual for Librarians®

# Conducting the Reference Interview



Catherine Sheldrick Ross, Kirsti Nilsen,  
and Marie L. Radford

3rd Edition

# Proč je to tak složité?

- Různá fáze informační potřeby a schopnost ji specifikovat
- Různá fáze řešení problému, úrovně porozumění
- Bariéry a šumy (*vč. terminologických*)
- Mentální modely (*skleněná chata*)
- Nízké komunikační dovednosti
- Zkreslené představy o fungování knihovních služeb

# Co se všechno může stát?

- poultry/poetry
- [zebra muscles / zebra mussels](#)
- [Oranges and Peaches](#)  
by Charles Somebody



# Co všechno se může stát?

- [Čtenářské dotazy](#)
- [Knihovnické otázky](#)
- [Sherlockem v dětském oddělení](#)
- [Klementýnum - Dementýnum](#)



- [Why don't you have any books by Ibid?](#)  
He's written a lot of important stuff.

- Class I. No-harm-done accidents
- Class II. Unrecognized librarian-originated errors
  - IIa. Různé výslovnosti
  - IIb. Právě homofony  
(stejná fonologie: Wales/whales, supervision/super vision)
  - IIc. Pseudohomofony  
(Socrates/soccer tees, insect/incest – extralingvistický kontext)
- Class III. Secondhand communication errors
  - IIIa. Secondhand homofony
  - IIIb. Secondhand pseudohomofony (Oranges and Peaches)
- Class IV. Kreativní rekonstrukce
  - (Animal Graveyard / Pet Semetary)

# Vyhledávačka



Najděte nějaký oficiální dokument (standard, směrnici, pokyny) řešící poskytování referenčních služeb v knihovnách.



# Guidelines

- [IFLA Digital Reference Guidelines](#) (2002)
- RUSA (ALA), 1995/2023
- [Guidelines for Behavioral Performance of Reference and Information Service Providers](#)

# Guidelines dle RUSA

1. Approachability
2. Interest
3. Listening/ Inquiring
4. Searching
5. Follow up

# 1. Visibility | Approachability

- Dostupnost skrze různé cesty a možnosti
- Fyzická viditelnost a identifikovatelnost
- Přátelské pozdravení, oční kontakt
- „*Occasionally roves through the reference areas.*“
- Občasné protoulávání

## 2. Interest

- Objektivní nezaujatý a nehodnotící zájem.
- Projevovat fyzický zájem.
- Kýve hlavou – *ano, i to je v oficiálních dokumentech.*
  
- Kdo je uživatel? Co je to za člověka?
- Přizpůsobení stylu rozhovoru.
- Motivace uživatele – porozumění kontextu.

# 3. Listening / Inquiring

- Poslouchat bez přerušování.
- Cílem je zjistit, co skutečně uživatel chce.

## 3.1.5 Parafrázování

## 3.1.6 Bez terminologie a knihovnické hantýrky

- Kladení otázek: otevřené vs. uzavřené
- Rozmluvení vs. získání specifických informací

# 3a. Parafrázování

- Opakování předložených informací
- Ověření a navedení

## 3b. Otevřené otázky

- U: “Potřebuji informace o Kubě.”
  - K: “Děláš referát do školy o Kubě?”
  - U: “Ne.”
- 
- Potřebuji informace o Chevroletu 1957.
  - Máte nějaké materiály o Turecku?
  - Kde máte sekci pro malé podnikatele?

## 3c. Vyjasňování

- Potřebujete fotografie nebo stačí kresby?
- Chcete spíše obrazové nebo faktografické průvodce?
- Potřebujete ty informace vytištěné nebo digitálně?  
Jaký formát vám vyhovuje nejvíc?



## 3d. Verifikace

- “Takže potřebujete recept na rajčatovou polévku pro 400 lidí, je to tak?”
- “Chápu správně, že hledáte kontakt na distributora plynových sporáků v Brně?”
- „Takže tomu rozumím tak, že hledáte statistická data o mongolské populaci a komunitě v Blansku, pokud možno co nejčerstvější?”

# Co vlastně chceme získat?

- Důvody (referát/cestování na Kubu, opatrnost)
- Deadlajny (kdy bude mít informace ještě hodnotu)
- Typy a množství (v jaké podobě a kolik?)
- Kdo to je? (co už o tom ví...)
- Kde? (kde o tom slyšel, co vyvolalo jeho potřebu)
- Přesnější vymezení (čas, druhy, jazyky...)

# 4. Searching

- Zjistěte, co už našel.
- Zvolte vhodnou strategii.
- Vysvětlete strategii uživateli.
- Kooperujte při zužování nebo rozšiřování dotazů.

# 5. Follow up

- Vyhledání informací není konec.
- Má všechno co potřeboval?
- Pokud vyhledání nebylo úspěšné, hledejte jiné cesty.

trendy

# Guidelines dle RUSA

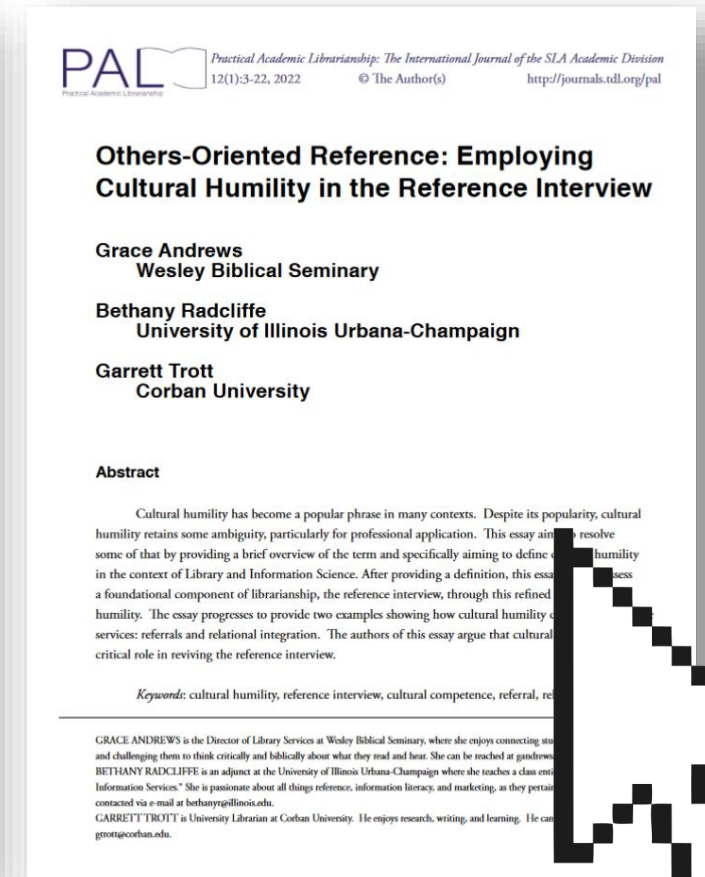
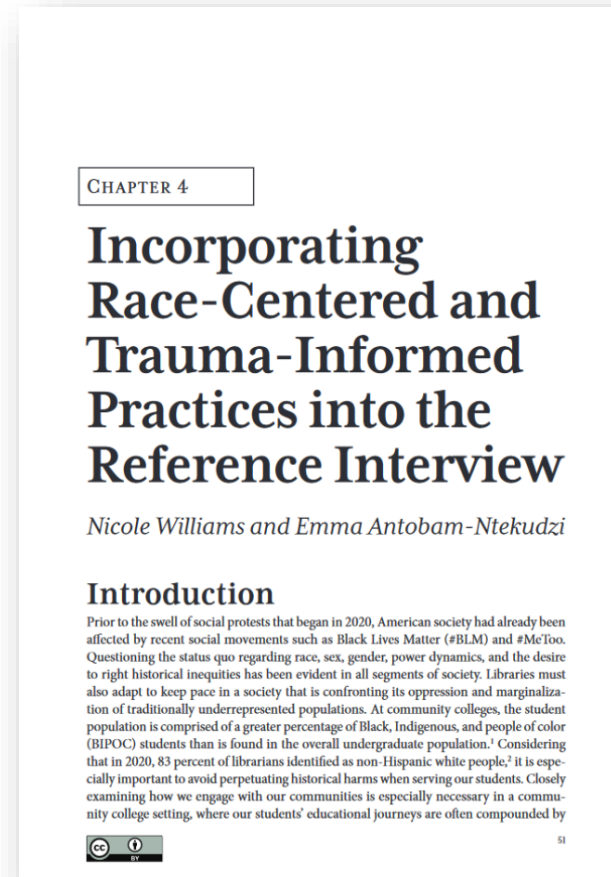
1. Approachability
2. Interest
3. Listening/Inquiring
4. Searching
5. Follow up

# Guidelines dle RUSA

1. Inclusion (*a kulturní empatie*)
2. Approachability
3. Engagement
4. Searching (*jako kooperativní proces*)
5. Evaluation (*knihovník jako inf. mediátor*)
6. Closure

# Cultural Humility

Přístup původně z oblasti sociální práce a medicíny, postupně se promítl do medicínských a (nemocničních) knihoven.





sense of belonging. In the context of an academic library, it is the librarians who can make a student feel valued (Bruce, 2020). Bruce (2020) states:

Individual research consultations and reference desk interactions are often the most intimate of teaching opportunities for librarians. These moments can be harnessed to cultivate connection and relationship. Because of the one-on-one nature of such interactions and the vulnerability required, librarians can either provide care or perpetuate the practices that lead to the disconnection a student may experience (para. 3).

Bruce (2020) argues that research consultations are more than an “exchange of information” (para. 8). She suggests that these consultations can also serve to reinforce personal and professional “belonging” for students (Bruce, 2020, para. 8).

When a librarian demonstrates cultural humility in a reference interview, this has the potential to significantly impact the belonging of not only the initial student being served, but that of subsequent peers the initial student may refer to the librarian in the future.

So, what does cultural humility look like in the preliminary reference interview phase? This is best exemplified by the following scenario. Between Bethany’s sophomore and junior year of college, she transferred from a community college to a state university. Bethany remembers the transition like it was yesterday: excited about the change, but the transfer meant making completely new friends, taking classes with faculty who she had never met before, and acclimating to a much larger library than she had access to at the community college. She remembers the first librarian that made an impression on her at the new university. The librarian was a middle-aged man who wore glasses and always had a kind smile. The librarian demonstrated an others-oriented mindset and facilitated a “sense of belonging” for Bethany (Hurley et al., 2019; Bruce 2020). The librarian never seemed too engrossed in what he was

# Rozhovor vs. dialog

Bill Katz a jeho dvě základní pravidla:

1. Be skeptical of the of information the patron presents.
2. Try different search terms.

Katz, William A., *Introduction to Reference Work. Volume II: Reference Services and Reference Processes*. 6th ed. New York : McGraw-Hill, 1992. p. 82.

# Rozhovor vs. dialog

John J. Doherty a jeho analýza:

## [Reference Interview or Reference Dialogue?](#)

„The author argues that trends in library literature mask the inherently patriarchal aspects of reference services. Through the critical educational theories of Paulo Freire and others, it is suggested here that there is a need to transform reference services in order to better serve the needs of today's users and that innovative technologies provide an opportunity to do so.“

Autor tvrdí, že trendy v knihovnické literatuře maskují ve své podstatě patriarchální aspekty referenčních služeb. Prostřednictvím kritických vzdělávacích teorií Paula Freira a dalších se zde navrhuje, že je třeba transformovat referenční služby, aby lépe sloužily potřebám dnešních uživatelů, a že inovativní technologie k tomu poskytují příležitost.

# Rozhovor vs. dialog

John J. Doherty a ještě dál:

[The Yoga Sutra of librarianship:](#)

Towards an understanding of holistic advocacy

This article discusses the creation of a new philosophical model of librarian-patron interaction. Directly influenced by the classical Indian text *The Yoga Sutras of Patañjali*, the authors have created the Triadic Model of Holistic Advocacy, which is supported by three yogic concepts: *yoga* (union), *karuṇā* (compassion), and *āsana* (pose). The blending of eastern philosophical concepts and western practices of LIS has not yet been discussed in the literature.

## TRENDING TECH SERVICES

**Column Editor:** Edward M. Corrado, Associate University Librarian, School, Monterey, CA [ecorrado@ecorrado.us](mailto:ecorrado@ecorrado.us).

**Editor's Note:** The "Trending Tech Services" column examines current trends with emerging and future trends involving technology and its implications on modern libraries and information centers. In this issue's column, we invite you to share your thoughts and how it may impact libraries and the broader academic community. We invite you to submit proposals and articles to the column editor at [ecorrado@ecorrado.us](mailto:ecorrado@ecorrado.us). Please include "TSQ submission" in the subject line of the e-mail.

## Embracing ChatGPT: Implications of Emerging AI Models for Academia and Libraries

Aileen B. Houston<sup>a\*</sup> and Edward M. Corrado<sup>b\*</sup>


<sup>a</sup>Deputy Director, Graduate Writing Center, Naval Postgraduate School, Monterey, CA  
<sup>b</sup>Knox Library, Naval Postgraduate School, Associate University Librarian, Monterey, CA

### ABSTRACT

ChatGPT is a new generative artificial intelligence (AI) chatbot that has been gathering significant attention since its release at the end of 2022. There are many reasons for the onslaught of discussion in the news media and academia, but principal among them is the fact that ChatGPT produces seemingly believable, coherent content with superhuman speed and efficiency, from creating computer code to penning a college-level essay. ChatGPT and similar technologies are improving by the day, and will only become more pervasive. Librarians and other information professionals need to understand this AI's uses and limitations, and, when appropriate, must adjust their practices to reflect the reality of easy-to-use AI tools that are accessible to the masses. This breakthrough technology may require educational institutions to change the way they approach information literacy, adjust teaching practices and assignments, and update honor codes. Libraries may see impacts on reference practices, collection development, and metadata creation and transformation. Those who are able to embrace and innovate with the technology may bring efficiencies and value to their institutions.



## ChatGPT and Librarians for Reference Consultation

Adebowale Jeremy Adetayo 

Adeleke University, Ede, Osun State, Nigeria

### ABSTRACT

The research aimed to explore the perspectives of students toward the utilization of ChatGPT, its potential benefits and disadvantages over traditional reference librarians. The study employed a descriptive survey research methodology and analyzed the data collected through descriptive and inferential statistics. Out of the 54 students at Adeleke University surveyed, they acknowledged the advantages of ChatGPT such as its convenience, user-friendliness, extensive knowledge base, and accessibility. However, they also pointed out its limitations including the inability to comprehend emotions, limitations in answering complex questions, potential for providing incorrect answers, and risk of outdated information. Despite these drawbacks, the students still expressed their intention to seek reference assistance from ChatGPT, as well as from librarians. The research suggests that library administration should embrace technology to ensure that students have convenient access to reference services.

## Introduction

The role of reference librarians in modern libraries is paradigmatic. In January, they play a crucial role in gatekeeping information, they play a crucial role in guiding patrons toward relevant, accurate, and useful information that suits their needs (American Library Association, 2016). Their expertise is a vast array of resources and tools available through the library, making them invaluable to patrons from all walks of life. Whether a student looking for information for a class project, a faculty member conducting research, or an individual pursuing personal interests, librarians are there to offer support and guidance. Reference librarians are familiar with the needs of their patrons and can

**KEYWORDS**  
ChatGPT  
reference services  
consultation  
students

## ChatGPT: a viral data-driven disruption in the information environment

Donna Ellen Frederick

At the end of November 2022, the company OpenAI introduced a large language model (LLM) artificial intelligence (AI) program called ChatGPT. It was not the first of its kind to be developed and certainly will not be the last, but it has garnered a lot of attention, all the same. Perhaps, the timing of when it was released is at least partially responsible for its viral rise in attention in the media, schools, academia and research environments. It was introduced just as the school term was winding down, and many people had time on their hands because either their travel plans were sidelined or the expected holiday company never arrived. Teachers, professors, researchers, journalists and many others may have been at leisure to try out the hottest new thing on the internet. Certainly, in December and January, it seemed that everyone was trying to log into it. It took me several attempts over two days to get access due to the service being overloaded by users. Each time I would log in and not get access, I was presented with a short poem that was created by the service. At least I could get a sneak peek at ChatGPT's capabilities.

In January and February of 2023, all forms of media in most markets seemed to be flooded with stories about ChatGPT. These stories ran the gamut from suggesting that the era of homework may be ended because the service makes it too easy for students to cheat (Bongiorno, 2023; Hristova, 2023), to a highly flawed amusement (Dhir, 2023; Huiying, 2023), to something that will help students and researchers (Owens, 2023; van Dis *et al.*, 2023; Veletsianos, 2023) or to an outright threat to our security and safety as well as laws of the land (Harrison, 2023; McQuillan, 2023; Pratyush, 2023; Prousky, 2023;

Radio journalists were experimenting with the service by asking it to write a short article about their city, a local celebrity and so on. They would read the results aloud on air. The articles were mostly correct, but they also contained some humorous errors. These errors included mistaken or confused identities, improbabilities and ridiculous assertions.

After following several weeks of stories published on the CBC news website (Canadian Broadcasting Corporation) and the widely read science electronic journal, *Nature*, as well as a few other news and public affairs publications, I came to a few conclusions. The first is that it is very easy to sensationalize and demonize ChatGPT. This is because most people seem to have a very limited understanding of and exposure to AI. As the CBC stories revealed, many associate AI with self-driving car crashes and robots that "are coming to take our jobs away" (Patel, 2022). The second conclusion is that over time the stories became less sensationalized and more balanced and reflective. As more people tried the service for themselves, they may have been amused by it, but they often also found its faults and limitations (Dhir, 2023; Stokel-Walker, 2022, 2023a, 2023b). Many journalists appeared to have done further research and discovered that ChatGPT is just one of many currently available and planned LLMs. They realized that the new LLM is essentially a live test of a service which is likely to evolve in response to both how users interact with ChatGPT and the complaints and concerns which are vocalized (Evans, 2023). For example, concerns with ChatGPT enabling cheating among students were rapidly addressed by the development of a less-than-perfect anti-cheating tool (CBC News, 2023, 31 January 2021). The third conclusion is that scientists, researchers, educators and some

(Veletsianos, 2023; van Dis *et al.*, 2023; Stokel-Walker, 2022, 2023a, 2023b; Owens, 2023; Schleihauf, 2023). I think that what the progression in articles demonstrates is that not only is there a progression in the societal understanding of ChatGPT and its capabilities, the service itself is evolving over time. Undoubtedly, ChatGPT and our understanding of it will have further evolved by the time this column is published and may even be significantly changed in a year or so. As *The Atlantic* contributor, Gary Marcus points out, the current viral program is ChatGPT-3 or the third version of ChatGPT. He further points out that there is a ChatGPT-4 in existence although it is not available to the general public. In his description of the progression of the service and LLMs in general, we are currently in a period of exploration and experimentation. In reality, technology and processes used by LLMs have been under development for the past two decades and are based on the same principles described in an earlier Data Deluge column "Deep Learning for Librarians." Even though many are just learning about the concept that it is possible to design a system that will "learn" from large data sets and produce real-language results, it is not a new idea. Perhaps, it is an idea that has been slowly percolating until now and, seeing that ChatGPT and other similar services such as the one created by Bing are made available to the public, change and development are likely to happen at a rapid pace. Because LLMs relate to stored information, information-seeking behaviors and the output of database searching, if they have not already, librarians should begin to get up to speed on this topic and continue to follow it for years to come. In my 2020 column, "Librarians in the era of artificial

<https://learnprompting.org/>



[Home](#) > [9th International Workshop on Spoken Dialogue System Technology](#) > [Conference paper](#)

# Dialogue Act Classification in Reference Interview Using Convolutional Neural Network with Byte Pair Encoding

[Seiya Kawano](#) , [Koichiro Yoshino](#), [Yu Suzuki](#) & [Satoshi Nakamura](#)

Conference paper | [First Online: 25 September 2019](#)

**289** Accesses | **1** Citations

Part of the [Lecture Notes in Electrical Engineering](#) book series (LNEE,volume 579)

## Abstract

---

Dialogue act classification is an important component of dialogue management, which captures the user's intention and chooses the appropriate response action. In this paper, we focus on the dialogue act classification in reference interviews to model the behaviors of librarians in the information seeking dialogues. Reference interviews sometimes include rare words and phrases. Therefore, the existing approaches that use words as units of input often do not work well here. We used the byte pair encoding compression algorithm to build a new vocabulary for the inputs of the classifier. By using this new unit as a feature of the convolutional neural network-based classifier, we improved the accuracy of the dialogue act classification while suppressing the size of vocabulary.



# Domácí úkol



Najděte alespoň jeden odborný článek, který prezentuje výsledky výzkumu, jež ukazují, jaké vyhledávací nástroje využívají respondenti těchto výzkumů. Do debatního vlákna v interaktivní osnově vložte citaci článku a krátce ho anotujte, o jakou cílovou skupinu se jedná a jaké výsledky byly prezentovány. Asi se nám nepodaří vyhnout duplikaci, ale to nevadí – nemusíte řešit.

# Kam dál?

- Už víme, že svět je plný vody, země, zvířat.
- Je plný rostlin, hraček, lidí, věcí.
- A internet je plný videí o referenčních službách.

