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## Reading Promotion Services for Education in University Libraries: Practice and Reflection—A Case Study of China University of Mining and Technology Library (Postprint)

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### Abstract

[Purpose/Significance] Reading promotion represents a crucial avenue for university libraries to fulfill their service-oriented education mission. This paper aims to investigate how university libraries can effectively implement service-oriented education objectives within their reading promotion initiatives.

[Method/Process] By integrating service-oriented education with reading promotion practices, this study analyzes the core objectives of service-oriented education in university library contexts. Drawing upon the practical experience of reading promotion for service-oriented education at the Library of China University of Mining and Technology, it proposes the establishment and improvement of a five-element personality value system for university students. Furthermore, by incorporating the three-dimensional objective theory from classroom pedagogy, this research constructs a three-dimensional KAPO model for reading promotion grounded in the five elements of service-oriented education.

[Results/Conclusions] Reading promotion in university libraries should concentrate on establishing and perfecting students' personality value systems while fostering their comprehensive development in moral, intellectual, physical, aesthetic, and labor dimensions, advancing these goals systematically. In the implementation of reading promotion, it is imperative to clarify the focal points and systematic dimensions of service-oriented education, defining clear objectives, plans, procedures, and methodologies. Simultaneously, active exploration and adaptation of classroom teaching methods should be pursued through systematic research and comprehensive policy measures to ensure the precision and effectiveness of service-oriented education via reading promotion.

## Full Text

# Practice and Reflections on Service Education through Reading Promotion in University Libraries: A Case Study of China University of Mining and Technology Library

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**Abstract:** [Purpose/Significance] Reading promotion serves as a crucial pathway for university libraries to fulfill their educational mission. This paper explores how university libraries can effectively implement service education goals through reading promotion initiatives. [Method/Process] By integrating service education with reading promotion, we analyze the core objectives of service education in university libraries. Drawing from the practice of reading promotion for service education at China University of Mining and Technology Library, we propose a framework for establishing and improving college students' personality value system comprising five essential elements. Furthermore, by introducing the three-dimensional goal theory from classroom instruction, we construct a three-dimensional KAPO model for reading promotion based on these five service education elements. [Result/Conclusion] University library reading promotion should focus on establishing and improving college students' personality value systems and promoting their comprehensive development in moral, intellectual, physical, aesthetic, and labor education through systematic advancement. Implementation requires clarifying the focal points and systematic dimensions of service education, establishing clear goals, plans, steps, and methods, while actively exploring pedagogical approaches from classroom teaching to ensure the precision and effectiveness of reading promotion in service education.

**Keywords:** university library; service education; reading promotion; college students' personality value system; three-dimensional KAPO model **Classification Number:** G251 **DOI:** 10.13266/j.issn.0252-3116.2020.18.007

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## 1. Introduction

Education constitutes the fundamental task and core objective of higher education institutions [1]. As early as 1950, the first National Congress of Chinese Education Workers proposed the "Threefold Education" concept, delineating educational work into "teaching education, management education, and service education" [2]. On September 10, 2018, President Xi Jinping addressed the National Education Conference, emphasizing the need to strengthen ideals and convictions, cultivate patriotic sentiments, enhance moral cultivation, increase knowledge and competence, foster a spirit of struggle, and improve comprehen-

sive qualities [3]. This set forth new requirements for positioning educational goals in the new era. The Regulations on Ordinary Higher Education Institutions stipulate that university libraries are academic institutions serving talent cultivation and scientific research, with primary functions in education and information services. As China continuously promotes nationwide reading and strives to build a scholarly society, reading promotion has become a normalized service in university libraries. Adapting to new era requirements and achieving effective education through precise promotion represents a significant challenge facing university libraries.

## 2. Reading Promotion as a Key Avenue for Service Education in University Libraries

### 2.1 Reading Promotion Enhances Humanistic Qualities and Correct Values

**2.1.1 Reading Elevates College Students' Humanistic Qualities** Yang Shuzi, a pioneering advocate and practitioner of humanistic quality education in Chinese universities, vigorously promoted the organic integration of humanistic literacy and scientific spirit, particularly in science and engineering institutions. He called for and actively implemented humanistic quality education to promote students' comprehensive and coordinated development in physical, mental, and intellectual dimensions, enriching their spiritual lives and cultivating national spirit [4]. This approach has played a vital role in improving overall talent quality while injecting valuable humanistic nourishment into youth development, significantly boosting students' reading enthusiasm and enhancing their humanistic qualities [5].

**2.1.2 Reading Contributes to Physical and Mental Health** Beyond knowledge acquisition, reading can alleviate psychological pressure, prevent and treat mental illnesses, and promote college students' physical and mental well-being. College students' mental health has become an important research direction for bibliotherapy studies both domestically and internationally. Bibliotherapy emerged as a formal therapeutic approach in Western countries in the early 20th century [6]. Wang Bo, a professor at Peking University Library, defines bibliotherapy in his book *Reading Therapy* as "a method of using reading for health preservation, disease prevention, and auxiliary treatment, through which individuals maintain or restore physical and mental health by learning from, discussing, and comprehending literature" [7].

**2.1.3 Reading Inspires Wisdom and Facilitates Growth** Reading enables learning from masters and sages through books. This learning extends beyond knowledge acquisition to ideological guidance and life direction. During the reading experience, certain chapters or ideas often resonate with readers, prompting them to reflect, modify, and improve their cognitive systems through reading and contemplation, thereby generating positive emotional responses and achieving spiritual enlightenment, worldview reconstruction, and personality self-improvement. Consequently, reading helps broaden horizons, elevate perspectives, and cultivate sound personalities.

**2.2 Reading Promotion Facilitates the Establishment of a Sound Personality Value System** Reading promotion represents an organized behavior based on established goals, wherein organizations or individuals utilize relevant literature and information resources to conduct targeted promotional activities for specific audiences. Its purpose is to stimulate reading interest, cultivate good reading habits, strengthen reading reflection and knowledge internalization, thereby enabling audiences to acquire knowledge and ideas, enhance capabilities, and improve themselves [8].

Unlike individual reading, university library reading promotion holds absolute advantages in helping college students construct a sound personality value system. First, it operates according to overall work arrangements with clear, unified objectives, generating strong motivation, execution capacity, and social impact. Second, through organizational actions such as plan and program formulation, organizers can create effective external interventions that help participants overcome inertia and actively engage in reading activities. Third, the continuity of reading promotion activities and the rich atmosphere they create continuously attract participants, ensuring necessary continuation of reading behavior and providing space for post-reading reflection, internalization time, and environmental guarantees—all of which contribute to achieving the goal of establishing a sound personality value system.

Therefore, reading promotion serves as an effective pathway for university libraries to help college students establish sound personality value systems, promote their comprehensive development in moral, intellectual, physical, aesthetic, and labor education, and fulfill their own service education functions.

### 3. Research Status on Reading Promotion for Service Education

Chinese scholars began exploring the nature and methods of reading in the 1980s [9]. Initially, university library reading promotion aimed to increase collection circulation and utilization rates [16] through activities like book exhibitions, book recommendations, and reader advisory services that directed attention from massive collections to targeted materials. In recent years, with the continuous advancement of nationwide reading, reading promotion has developed further. University libraries increasingly emphasize this work, continuously innovating and carefully planning, establishing specialized departments to organize and implement large-scale initiatives. More scholars have focused on practical activities and theoretical research based on policies, plans, and summaries [17].

Using CNKI as the platform, we conducted comprehensive statistical analysis of relevant domestic research papers over the past 20 years with search terms including “高校” (university) + “大学” (college) + “高职” (higher vocational) + “图书馆” (library) + “阅读推广” (reading promotion) + “服务育人” (service education), searching through titles, keywords, abstracts, and full text. The results are shown in Table 1 .

Data groups 1-3 in Table 1 indicate that university libraries have produced

substantial theoretical research on reading promotion. Groups 4-6 show 127 studies on service education in university libraries. Analysis of groups 7-18, using search conditions combining “reading promotion + service education + library” with “university” or “college” or “higher vocational” across titles, keywords, abstracts, and full text, yielded limited results. Further analysis of annual publication trends for service education and reading promotion over the past 20 years reveals distinct patterns, as shown in Figure 1 [Figure 1: see original paper] and Figure 2 [Figure 2: see original paper].

Figure 1 and Figure 2 demonstrate that research on library service education began attracting attention in the early 1990s, peaking around 2010 with nearly 40 publications, with continued attention thereafter, reaching approximately 140 total publications by the end of 2018. Research on university library reading promotion entered librarians’ 视野 around 2001, became a hotspot after 2012, peaked around 2016 with nearly 200 publications, and has maintained high attention, exceeding 1,600 total publications by the end of 2018.

International scholars have studied reading for over a century, with reading promotion in university libraries beginning early in the 20th century, such as in the United States during the 1920s [10]. Recent international research primarily focuses on practical aspects, including policy and strategy formulation, activity planning, and summary reports. For instance, S.T. Sudha explored libraries’ role in promoting reading habits among professional and non-professional students [11]; C. Boff et al. proposed four recommendations for effective campus reading programs at four U.S. colleges [12]; D.R. Danladi studied school libraries’ role in promoting reading culture among secondary students [13]; B.I. Oluwadare examined the validity of 24-hour reading rooms in promoting reading habits at Nigerian university libraries [14]; while UK university libraries have been less involved in reading promotion, resulting in limited relevant research [15] and scarce theoretical and practical references regarding service education through reading promotion.

Comprehensive analysis reveals that while literature on library service education has increased annually, research explicitly oriented toward service education in reading promotion remains limited. Current practice still exhibits phenomena of “promotion for promotion’ s sake” and “activities for activities’ sake” [20], with insufficient emphasis on educational goal orientation. This paper reconsiders university library reading promotion, emphasizing goal orientation, refining organizational, management, and implementation processes, and introducing the KAPO three-dimensional educational model from classroom teaching to ensure that every aspect of reading promotion design and implementation reflects university educational goals, thereby better achieving service education outcomes.

#### 4. Practice of Reading Promotion for Service Education at China University of Mining and Technology Library

##### 4.1 Primary Goal: Cultivating a Sound Personality Value System

Numerous scholars have conducted in-depth, comprehensive research on contemporary college students' characteristics, psychological conditions, and value orientations, noting that college students possess traits such as youthfulness, vitality, and strong curiosity, and are at a critical stage of establishing their personality value systems [21]. In the network information environment, establishing a sound personality value system among college students concerns family harmony, national stability, and social development [22]. A sound personality value system represents the integrated, stable, unique, and social physical and mental organizational system formed by students during educational and socialization processes—the psychological representation and internal disposition necessary for correctly understanding oneself and harmoniously interacting with others, society, and nature. Based on university talent cultivation goals, this paper decomposes the sound personality value system into five fundamental elements: high humanistic quality, excellent ideological character, strong critical thinking ability, correct value orientation, and good physical and mental health status, as shown in Figure 3 [Figure 3: see original paper].

These five elements form a unified whole that mutually influences and constrains one another. If we compare service education reading promotion to a tree, service education represents the roots, the sound personality value system forms the trunk, and the five aspects of quality cultivation constitute the lush canopy, continuously absorbing and providing energy and nutrients for the personality value system elements. A mind map illustrating the relationship between five-element reading promotion and personality value system establishment is shown in Figure 4 [Figure 4: see original paper].

Targeting the establishment of a sound college student personality value system and achieving service education goals, university library reading promotion must be goal-oriented. In practice, China University of Mining and Technology Library aligns with the five fundamental elements of the personality value system through five implementation pathways: conducting humanistic knowledge reading promotion to enhance humanistic quality; ideological character book reading promotion to improve moral character; classic and philosophical works to develop critical thinking; biographies of notable figures to establish correct values; and collaboration with the university's mental health center to guide reading of books like *Psychology and Life* and *The Reconstruction of Life*, conducting group counseling to cultivate health awareness and self-care abilities.

##### 4.2 Introduction and Application of the Three-Dimensional KAPO Model

The KAPO model integrates Gagné's theory of instructional events [23] with three-dimensional educational goal theory [24] to create a new three-dimensional instructional model. It organically combines cognitive and affective education, emphasizing both goal-oriented organization and management

of teaching processes and support for careful instructional design. This model effectively achieves target dimensions in education, ensures educational effectiveness, and realizes overall teaching goals. K, A, P, and O are derived from the initials of the three goal dimensions of three-dimensional educational goal theory and Gagné' s instructional events: K represents Knowledge & Skills, P represents Process & Steps, A represents emotional Attitude & Values, and O represents Gagné' s instructional Occurrences.

According to the KAPO three-dimensional goal theory, China University of Mining and Technology Library' s reading promotion work embodies three dimensional goals in both overall implementation and cultivation of the five elements: (1) Knowledge and Skills goal: establishing alternative reading lists, information categories, and reading ability cultivation targets based on college student characteristics and personality value system elements; (2) Process and Methods goal: designing operational procedures and organizational methods for reading processes, related environments, communication, and experiences; (3) Emotional Attitude and Values goal: cultivating optimistic, cooperative spirits and positive life attitudes. Combining three-dimensional reading promotion goals with specific reading promotion events constitutes the KAPO model for reading promotion service education, as shown in Figure 5 [Figure 5: see original paper].

In Figure 5 [Figure 5: see original paper], the “reading promotion service education goal” refers to both the overall education goal and each element goal within the five-element personality value system. The K, A, and P dimensional goals interact, complement, and depend on one another. The A goal serves as the prerequisite and foundation for K and P goals; the P goal provides the pathway and guarantee for achieving K and A goals; while the realization of the A goal is concentrated in the implementation processes of K and P goals, simultaneously reacting upon and promoting both K and P goals (represented by dashed lines in Figure 6 [Figure 6: see original paper]). The essence of three-dimensional goals lies in cultivating students' comprehensive qualities, which can only be accurately grasped at the level of personality integrity [25]. The five-element reading promotion KAPO model is shown in Figure 6 [Figure 6: see original paper].

### 4.3 Implementation of the Five-Element Reading Promotion Three-Dimensional KAPO Model

**4.3.1 Implementation of Knowledge and Skills Goals** Humanistic books often remain on shelves, unlike trending online content that easily captures college students' attention. Therefore, librarians must carefully select materials and establish ability cultivation goals, subdividing them into sub-goals as needed, then categorizing selected books according to content summaries and sub-goals. China University of Mining and Technology Library has developed a phased ability cultivation target list and related bibliography based on personality value system elements. Partial sub-goals and book numbers are shown in Table 2 .

**4.3.2 Implementation of Process and Methods Goals** Reading promotion emphasizes deep reading. Based on reading characteristics, reading processes can be divided into shallow reading and deep reading [26]. Shallow reading involves browsing and fragmented reading, whereas deep reading provides a process for refined understanding and processing of knowledge—a more complete psychological process of experiencing, accepting, and internalizing knowledge. This process inevitably leads to consolidated and internalized knowledge, forming personal thoughts, character, and values. Therefore, reading promotion must particularly emphasize deep reading.

The library has constructed an online-offline integrated platform. Leveraging “Internet Plus” to overcome temporal and spatial limitations, China University of Mining and Technology Library has established a multi-dimensional, composite “online + offline” reading promotion platform that exerts multi-directional efforts to provide comprehensive, three-dimensional services. Online platforms include the “ ‘Thought Sharers’ Reading Group” and “ ‘Research Gathering’ Offline Sharing,” while offline offerings feature the “Knowledge Learning Lecture Hall” sharing platform. The library emphasizes immersive, experiential scenario design and atmosphere creation, highlighting readers’ dominant role throughout the process and real-world experiences, achieving positive results. Librarians and student readers engage in co-reading, communication, and sharing online, while offline contextualized communication and sharing activities proceed as scheduled, featuring zero-distance contact, situational exchanges, and interaction that stimulate enthusiasm, inspiration, and ideas, promoting critical thinking and facilitating growth. The platform is illustrated in Figure 7 [Figure 7: see original paper].

The library employs a three-dimensional, 下沉式 (sinking/penetrating) reading guidance model. Whether through the “Thought Sharers” online group, “Research Gathering” offline sharing, or “Knowledge Space” series, student-led teams —“Reading Leaders” and “Reading Associations”—are established. Reading Leaders, who are passionate and proficient students, organize group reading and discussions. The library creates individual assistant librarian positions as “reading promoters” who participate in reading exchanges, provide necessary guidance and consultation, release information, invite relevant faculty for guided reading based on activity themes and content, and track and evaluate library activities to continuously deepen reading promotion effects, as shown in Figure 8 [Figure 8: see original paper].

**4.3.3 Implementation of Emotional Attitude and Values Goals** Emotional attitude and values goals are achieved through the implementation of knowledge/skills and process/methods goals. Through extending and reflecting on knowledge, skills, processes, and methods, positive emotions, attitudes, and correct values are cultivated. Creating various deep reading organizational forms such as autonomous reading, cooperative reading, inquiry reading, discovery reading, group reading, and interactive reading [27] provides students with rich and diverse experiential activity scenarios, helping build a scholarly atmo-

sphere, stimulating reading interest, cultivating reading habits, and extracting spiritual nourishment to shape personality values.

Theme education constitutes important content and action guidelines for reading promotion. China University of Mining and Technology Library consistently emphasizes theme education, avoiding emphasis on quantity over quality and educational effectiveness. The library adjusts content or adds new theme sections annually according to contemporary requirements, integrating theme education to educate students. For example, the 2019 Reading Festival centered on celebrating the 70th anniversary of the founding of the People's Republic of China and the university's 110th anniversary, launching the 18th Reading Festival with the theme "New Era, New CUMT, Heartfelt Reading." Building upon existing sections, the festival featured alumni reports, "110 Classics for CUMT's 110 Years" book recommendations, "Large-scale Exhibition of Modern Chinese Mining History," and "Walking into History through Memory" 等特色 (characteristic) activities, guiding faculty and students to read more and better books while cultivating patriotism, with significant results.

## 5. Outcomes and Reflections

**5.1 Outcomes** **5.1.1 Enhanced Scholarly Atmosphere and Increased Reading Enthusiasm** Under the influence of education-oriented reading promotion, our university's scholarly atmosphere has become more vibrant, with students' reading enthusiasm substantially increasing. Membership in various online reading platforms such as the library's QQ reading group, "Reading a Book Together," Reading Association, and "Thought Sharers" continues to grow, with significantly improved attention and activity on the library's WeChat service account. From 2014 to 2019, the total number of library visitors maintained an upward trend, as shown in Figure 9 [Figure 9: see original paper]. Monthly utilization of reading promotion books via the library's WeChat platform from 2017 to 2019 shows a year-by-year increasing trend, demonstrating the significant educational effectiveness of service education-oriented reading promotion, as illustrated in Figure 10 [Figure 10: see original paper].

**5.1.2 Strengthened Critical Thinking Awareness** Comparing the top ten borrowed books reveals that before 2015, literary and leisure categories dominated. Starting in 2016, these declined, with the top three non-technical books being illustrated editions of *A Brief History of the Universe*, *The Ordinary World*, and classic literary works like *Dream of the Red Chamber*. By 2018, philosophical and critical thinking titles increased significantly, including classic works such as *Das Kapital*, *The Wealth of Nations*, *The Interpretation of Dreams*, and *The Study of Popular Psychology*. The increased ideological and critical nature of students' reading materials demonstrates strengthened critical thinking awareness.

**5.1.3 Enhanced Student Innovation and Creativity** Sustained and in-depth reading promotion has transformed an increasing number of students

from passive to active participants, cultivating good reading habits. Reading, physical and mental cultivation, learning to think, and self-improvement have become important components of their extracurricular lives, consequently enhancing their innovative and creative abilities. The student reading club “Reading Association,” guided by China University of Mining and Technology Library, has grown from dozens to over 170 members. United by books, these students engage in active discussions, organize and undertake various library reading activities with novel ideas and splendid presentations, learning and growing through these processes.

**5.2 Reflections** Integrating service education with reading promotion represents both an advantage and a responsibility of university libraries. To avoid “activities for activities’ sake” and genuinely reflect educational goals, university libraries must combine contemporary requirements with current college student characteristics, focusing on establishing sound personality value systems and advancing systematically. This requires clarifying the focal points and systematic dimensions of service education, establishing goals, plans, steps, and methods, while actively exploring and borrowing from classroom teaching methodologies. By ensuring process quality, conducting systematic research, and implementing comprehensive measures, libraries can guarantee the precision and effectiveness of reading promotion in service education.

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## Author Contributions

**Jiang Min:** Determined the research topic and structure, designed the paper framework, collected materials, wrote the paper, revised and finalized the manuscript.

**Guo Qi:** Designed and refined the basic framework, collected and supplemented materials, contributed to partial writing and revision.

**Xu Shujuan:** Collected and provided data, participated in designing the main framework, translated the abstract.

**Zhang Yuri:** Collected and provided data, participated in writing and revising the main sections.

**Li Yao:** Created partial charts, translated the abstract.

**Yang Weizhu:** Created partial charts.

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## Practice and Considerations on the Service Education of Reading Promotion in College Libraries—Taking the Library of China University of Mining and Technology as an Example

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**Abstract:** [Purpose/Significance] Reading promotion is an important way for college libraries to serve education. This paper aims to discuss how college libraries implement the goal of service education in the process of reading promotion. [Method/Process] By combining service education with reading promotion, analyzing the core goals of service education in college libraries, and based on the practice of reading promotion service education at China University of Mining and Technology Library, this paper proposes establishing and improving the personality value system of college students and its five elements. Furthermore, by introducing the three-dimensional goal theory of classroom teaching, a three-dimensional KAPO model for reading promotion based on the five elements of service education is constructed. [Result/Conclusion] College library reading promotion should focus on establishing and improving the personality value system of college students and promoting their comprehensive development in moral, intellectual, physical, aesthetic, and labor education through systematic advancement. In implementing reading promotion, we must clarify the focus and systematic dimensions of service education, establish goals, plans, steps, and methods, and actively explore the use of classroom teaching methods, conduct systematic research, and implement comprehensive measures to ensure the accuracy and effectiveness of reading promotion in service education.

**Keywords:** college library; service education; reading promotion; the Personality Value System of College Students; three-dimensional KAPO model

*Note: Figure translations are in progress. See original paper for figures.*

*Source: ChinaXiv – Machine translation. Verify with original.*