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A Study of Three-dimensional Reading Promotion of Traditional Chinese Culture in University Libraries: A Case Study of Beijing Normal University Library's "24 Solar Terms" Reading Promotion (Postprint)

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Abstract

[目的/意义] Taking the "24 Solar Terms" traditional culture three-dimensional reading promotion program of Beijing Normal University Library as a case study, this paper explores a three-dimensional reading promotion model for university libraries based on traditional Chinese culture. [方法/过程] It discusses the significance of university libraries conducting traditional Chinese culture reading promotion and the necessity of adopting a three-dimensional reading model, and elaborates on the "24 Solar Terms" traditional culture reading promotion initiative of Beijing Normal University Library from three aspects: activity preparation, activity content and characteristics, and activity effectiveness evaluation. [结果/结论] The paper proposes strategies for university libraries to carry out traditional Chinese culture reading promotion through a three-dimensional reading model.

Full Text

The Necessity of Promoting Traditional Chinese Culture Reading in University Libraries

The inheritance of excellent traditional Chinese culture constitutes an important source of General Secretary Xi Jinping's governance philosophy. In January 2017, the General Office of the Central Committee of the Communist Party of China and the State Council issued the "Opinions on Implementing the Project for Inheriting and Developing Excellent Traditional Chinese Culture," which states: "With China's profound economic and social transformation, expanding opening-up, and rapid development of internet technology and new media,

there is an urgent need to deepen understanding of the importance of excellent traditional Chinese culture and further enhance cultural consciousness and confidence. We must give full play to the role of public cultural institutions such as libraries, cultural centers, museums, mass art galleries, and art museums in inheriting and developing excellent traditional Chinese culture” [1]. In his report to the 19th National Congress, Xi Jinping further emphasized the inheritance and development of traditional culture, declaring: “We should delve into the ideas, humanistic spirit, and moral norms contained in excellent traditional Chinese culture, inherit and innovate them in accordance with the demands of our times, and enable Chinese culture to demonstrate its eternal charm and contemporary value” [2].

Against this national backdrop of vigorously promoting traditional culture, university libraries, as cultural hubs of their institutions, should shoulder the responsibility of disseminating excellent traditional Chinese culture—this is both a requirement of the times and a mission to undertake. This presents a new opportunity and pathway for university library reading promotion work, namely, promoting reading activities based on traditional Chinese culture to university students.

Beyond aligning with national demands, university libraries have several other important reasons for conducting traditional culture reading promotion. First, university libraries house vast collections of traditional culture literature, and thematic reading promotion can facilitate the full utilization of these resources. Second, globalization has brought exchanges and collisions with various foreign cultures, leading to a diluted understanding of traditional Chinese culture among contemporary university students. Research by Lin Yi et al. shows that current “post-90s” university students have relatively low awareness of traditional Chinese culture. Regarding the frequency of regularly learning about traditional culture, only 6% of students reported doing so monthly, 4% annually, 87% irregularly, and 3% never. However, when asked about their willingness to spend time learning about traditional culture, 79% expressed interest in understanding it through various means [3]. Thus, although opportunities to engage with traditional culture in daily life and studies are limited, university students have a strong desire to learn, providing ample space for library promotion efforts. Third, contemporary university reading exhibits both utilitarian and entertainment-oriented characteristics. Utilitarian reading aims to promote academic development and enhance vocational skills, while entertainment-oriented reading, influenced by emerging communication methods such as mobile networks, features fragmented, superficial, multi-centered, and entertainment-focused reading habits [4]. Traditional culture-themed reading promotion can help alleviate the intense pace of utilitarian reading and draw students away from shallow, entertainment-based reading, thereby broadening their reading horizons and improving cultural literacy. As some researchers have noted, reading promotion in university libraries represents not only the library’s own cultural awakening but also a process of promoting cultural awakening among students [5].

However, traditional culture reading promotion in university libraries easily falls into dilemmas. First, compared to utilitarian reading related to students' majors, further education, or employment, traditional culture reading yields less direct, immediate output effects and is often regarded as "optional." Second, classical texts and traditional knowledge can be difficult to understand, and the dryness of conventional reading models can easily cause students to lose motivation and develop resistance. Additionally, digital and mobile reading methods have led to fragmented, 浮躁化 (impetuous), multi-centered, and entertainment-oriented daily reading habits among students, making it difficult to arouse their interest in traditional culture.

Therefore, university libraries need to adopt a promotion model that can stimulate high-quality, open reading experiences of traditional Chinese culture among students. The author believes that three-dimensional reading represents a suitable pathway. Three-dimensional reading refers to a series of activities where libraries utilize their comprehensive advantages in facilities, talent, and other resources to integrate multiple forms—including physical displays, picture exhibitions, lectures, performances, organized reading of relevant literature, and reader interaction—for comprehensive, multi-level promotion of a theme [6]. Driven by the concept of "centering on a reading theme and integrating carrier resources," this approach transforms single traditional reading methods into multi-dimensional, multi-level, creative, and constructive personalized reading experiences, effectively transmitting deep-level knowledge, stimulating students' interest in traditional culture reading, and enhancing reading effectiveness.

Research and Development Status of Traditional Chinese Culture Reading Promotion in University Libraries

A subject search in CNKI using "traditional culture" and "reading promotion" as keywords yielded 15 articles specifically studying traditional culture reading promotion, most of which focused on public libraries, with scant research on university libraries. Expanding the search scope using "classics" and "reading promotion" as keywords retrieved over 400 articles on classics reading promotion, with both public and university libraries covered to varying degrees and aspects.

This brief literature review reveals that current traditional culture reading promotion in university libraries concentrates mainly on Chinese classics and ancient poetry, with diverse activity formats including group recitation, ancient poetry chanting, lectures and reading clubs, speech contests, performances, and exhibitions. While existing services have achieved certain results, several problems cannot be ignored: (1) Scattered themes and fragmented activities lacking coherence—planners and organizers often neglect long-term, orderly overall planning, resulting in guerrilla-style activities that fail to cultivate sustained attention and interest in classics reading. (2) Flashy forms but insufficient depth—many activities mobilize nearly a hundred or even hundreds of participants for grand collective recitations, consuming substantial human, material,

and financial resources for spectacular shows that appear lively but only scratch the surface. After such highly formalistic “promotions,” readers often gain little, and the effectiveness of “classics” reading promotion is greatly diminished. (3) Lack of professionalism—most current university library activities remain at the individual library level, and without involvement of traditional culture professionals, activities struggle to fully reflect the connotation of “classic” traditional culture, resulting in reduced quality and superficial student understanding.

Practice of Three-Dimensional Traditional Chinese Culture Reading Promotion at Beijing Normal University Library

3.1 Activity Background

In 2016, China’s “Twenty-Four Solar Terms” were inscribed on UNESCO’s Representative List of the Intangible Cultural Heritage of Humanity. Among the 10 Chinese folklore scholars on the nomination team, four professors from Beijing Normal University (hereinafter “BNU”), including Xiao Fang, served as core members and played crucial roles in the successful nomination. Given this special connection between the Twenty-Four Solar Terms and BNU, as well as the university’s distinctive discipline development in folklore studies, BNU Library launched a year-long three-dimensional reading promotion campaign on the Twenty-Four Solar Terms in 2017 to better promote the inheritance of this traditional Chinese culture among university students.

3.2 Activity Implementation Content and Features

3.2.1 Establishing an Online Micro-Reading Column for Mobile Twenty-Four Solar Terms Culture Reading Recognizing university students’ habits of using and enjoying social media platforms like WeChat to obtain information, BNU Library opened a [岁时民俗·节气] (Seasonal Folklore·Solar Terms) online micro-reading column on its official WeChat public account in early 2017. Taking the 24 solar terms throughout the year as time points, the library published one original solar term article on each term day (see Figure 1 [Figure 1: see original paper]).

These original articles were co-authored by folklore graduate students and librarians, covering term phenology characteristics, folk culture, and literary knowledge related to solar terms. Combined with knowledge introduction, the articles recommended library collections of solar term books, folklore books, and related literature and art books to guide students’ attention to Twenty-Four Solar Terms traditional culture. A “Today’s Topic” section at the end of each article invited students to leave comments online and share solar term folklore from their hometowns.

3.2.2 Constructing Rich Reading Carriers, Expanding from Flat Reading to Multi-Dimensional Three-Dimensional Reading (1) Voice Interpretation—“Solar Term Poetry Reading” BNU Readers.

The role of voice in reading has been noted by many scholars. Alan Jacobs writes in *The Pleasures of Reading in an Age of Distraction*: “Our first contact with books is completed through other people’s voices” [7]. Alberto Manguel points out in *A History of Reading* that silent reading only became common in the Western world in the 10th century AD; before that, reading aloud was the normal reading method [8]. Thus, voice plays an important role in people’s reading lives.

To avoid the dryness of pure text reading of traditional culture and guide students to experience the charm of Twenty-Four Solar Terms culture through reading aloud, BNU Library solicited “Solar Term Poetry Reading” works from BNU Readers. The library selected excellent submissions, embedded reader works into original solar term articles, and displayed reader images and reading propositions in graphic form. This not only effectively stimulated student participation enthusiasm but also established an important pathway for individual students to share and exchange reading concepts and insights with the group (see Figure 2 [Figure 2: see original paper]).

(2) Painting, Literature, and Photography Creation. Three-dimensional reading advocates open reading, giving full play to the respective advantages of traditional and emerging carriers, seeking a cross-integrated reading model that closely follows the theme, enhancing integration and interaction among various carriers, thereby making readers’ classics reading more convenient, three-dimensional, comprehensive, and personalized [9]. In an era of personalized reading behavior and diversified reading carriers, carriers that can arouse strong emotional experiences among university students can better stimulate their reading interest. Based on this concept, BNU Library solicited literary and artistic works from students, encouraging them to discover the beauty of the Twenty-Four Solar Terms from their disciplinary perspectives and express BNU people’s unique understanding of the Twenty-Four Solar Terms through literature, painting, photography, and other diverse cultural carriers (see Figures 3 [Figure 3: see original paper]–5 [Figure 5: see original paper]).

3.2.3 Conducting Year-End Review Activities to Create Comprehensive Immersive and Experiential Three-Dimensional Reading At the end of 2017, as the 24 solar terms were about to complete a full cycle, BNU Library held a five-day large-scale offline year-end review event titled “Understanding Time: The Beauty of Twenty-Four Solar Terms” in the first-floor lobby (see Figure 6 [Figure 6: see original paper]). Through comprehensive, immersive, and experiential methods, the event further strengthened students’ reading, cognition, and understanding of Twenty-Four Solar Terms traditional culture. The event included four components:

(1) “Understanding Time” Physical Book Exhibition. The exhibition prominently featured Professor Xiao Fang’s latest academic monograph *Twenty-Four Solar Terms: Chinese People’s Concept of Natural Time* from BNU’s folklore department, and displayed all books related to solar terms, folklore,

literature, and art recommended to readers throughout the year via the [岁时民俗·节气] online micro-reading column, as well as other Twenty-Four Solar Terms-related books in the library collection.

(2) “Beauty of Twenty-Four Solar Terms” Art Works Exhibition. The exhibition space featured 24 vertical display boards arranged in a circle, each combining images and text to present a solar term holistically. The images were solicited from students as BNU campus photography of the Twenty-Four Solar Terms, while the text came from Professor Xiao Fang’s latest research findings on the Twenty-Four Solar Terms. The exhibition space took “Beginning of Spring” as the starting point and “Winter Solstice” as the endpoint, forming a “time corridor.” The library printed excellent Twenty-Four Solar Terms paintings and poems submitted by students into “BNU Campus Twenty-Four Solar Terms Hand-Drawn Postcards,” which were hung from hemp ropes above the exhibition space. As visitors walked through the “time corridor,” reading the Twenty-Four Solar Terms traditional culture on the vertical boards from a perspective combining art and science, they could simultaneously appreciate the literary and artistic creations from their peers that expressed inner emotions. Such a reading experience inevitably stimulated their strong interest in Twenty-Four Solar Terms traditional culture reading.

(3) Display of “Solar Term Poetry Reading” BNU Reader Works. The library produced exquisite videos of the solicited “Solar Term Poetry Reading” BNU Reader works and played them on loop in the “time corridor” exhibition space, allowing visitors to experience the flow of time throughout the four seasons through diverse reading carriers and appreciate the charm of Twenty-Four Solar Terms traditional culture.

(4) Twenty-Four Solar Terms Folk DIY Experience and Knowledge Quiz. The final day of the year-end review event was scheduled on the Winter Solstice, featuring Twenty-Four Solar Terms folk DIY experience and knowledge quiz activities. The “time corridor” exhibition space was arranged with four operation stations: the first three stations featured DIY experiences including “Beginning of Spring” term’s rice-paper flower decoration making, “Beginning of Summer” term’s summer egg painting, and “Winter Solstice” term’s palace fan painting; the fourth station was staffed by folklore graduate students conducting a Twenty-Four Solar Terms knowledge quiz with prizes, guiding students to understand the rich cultural connotations of solar term knowledge.

3.2.4 Emphasizing Secondary Development and Dissemination of Activity Outcomes University students created abundant Twenty-Four Solar Terms literary and artistic works during the activity process. To guide them to deepen their cognition and understanding of Twenty-Four Solar Terms traditional culture through their peers’ creative works, BNU Library conducted various forms of secondary development and dissemination of these activity outcomes.

(1) Reading Space Construction. The library established a “Twenty-Four Solar Terms” cultural wall in the reading space, enlarging the “BNU Campus Twenty-Four Solar Terms Hand-Drawn Postcards” into hanging paintings displayed on the wall. Each hanging painting provided a QR code that, when scanned, allowed students to read the original solar term articles from the [岁时民俗·节气] online micro-reading column. The Twenty-Four Solar Terms cultural wall not only created an elegant and intellectually interesting learning space for students but also guided their sustained attention to Twenty-Four Solar Terms traditional culture, inspiring them to cherish their youth and establish a scientific concept of time anytime, thereby further enhancing service connotations.

(2) Audio Bookmarks. The library utilized the “Solar Term Poetry Reading” BNU Reader audio works to design and produce audio bookmarks printed with QR codes and introductions to the books being read. By scanning the code, listeners could immediately hear the readers’ voices. When invited into the elegant and fresh soundscape created by the readers, listeners would develop recognition and understanding of Twenty-Four Solar Terms traditional culture.

3.3 Activity Effect Evaluation

The effectiveness of reading promotion activities is closely related to reader recognition, library emphasis, collections, and other factors such as the degree of internal and external cooperation, overall service levels, and the purification and beautification of the reading environment. Wang Bo believes that the construction of an evaluation index system for library reading promotion activities should be based on both the library and the readers [10]. Given the comprehensive consideration of the objectives of the Twenty-Four Solar Terms traditional culture reading promotion activity, the author evaluates the effectiveness from the following four aspects.

3.3.1 Library Level: Enriching Characteristic Collection Resources and Effectively “Attracting Fans” First, the [岁时民俗·节气] online micro-reading column promoted the full excavation, promotion, and utilization of relevant collection resources. In the process of recommending books, beyond fully consulting, sorting, and mining the collection through the library catalog, the library also effectively supplemented Twenty-Four Solar Terms thematic characteristic collection books under the guidance of folklore experts. The online micro-reading column received over 10,000 reads throughout the year, driving the overall attention to the library’s WeChat public platform.

Second, the three-dimensional reading activities from professional perspectives—including reading aloud, painting, photography, and literary creation themed around Twenty-Four Solar Terms—attracted hundreds of student participants, while the offline immersive and experiential interactive activities attracted over a thousand participants. These activities promoted full interaction between students and the library, enhanced their stickiness, effectively attracted more “fans,” and thereby guided students to pay attention to other library services.

3.3.2 Student Level: Individual Emotional Experience and Creativity Participating in Group Traditional Culture Reading First, recruiting folklore graduate students to join the activity team to participate in planning, organization, and solar term article writing provided students with a platform to showcase and exercise their professional abilities. Second, through activities such as reading aloud, photography, painting, and literary creation, students were guided to conduct personalized reading experiences of Twenty-Four Solar Terms traditional culture from their disciplinary perspectives, effectively stimulating personal and peer interest in traditional culture reading. Third, students actively participated in the comment interaction of the [岁时民俗·节气] online micro-reading column, leaving over a hundred comments throughout the year (see Figure 7 [Figure 7: see original paper]). Through sharing and exchanging hometown solar term folklore, individuals effectively promoted group attention to traditional culture.

3.3.3 Discipline Service Level: Effectively Enhancing Service Levels for Faculty and Promoting School Characteristic Discipline Construction Folklore studies is a characteristic discipline at BNU, and the Twenty-Four Solar Terms is one of its featured research directions. This activity extended reading promotion to discipline services, inviting folklore faculty as academic guidance during implementation, fully promoting and recommending their academic research achievements, thereby enhancing service levels for the school's characteristic discipline. Simultaneously, through continuous year-long activities, the library constantly supplemented Twenty-Four Solar Terms thematic books, providing adequate resource support for the school's characteristic discipline construction.

3.3.4 Promotion Level: Strengthening Brand Identity and Generating Extensive Campus Influence Since BNU Library launched the Twenty-Four Solar Terms traditional culture reading promotion activity, BNU's official WeChat public account, BNU Radio Station's WeChat public account, and other university library WeChat public accounts both inside and outside the university have followed suit, publishing relevant articles on solar term days to guide student attention to Twenty-Four Solar Terms traditional culture. This demonstrates that BNU Library's exploration of Twenty-Four Solar Terms traditional culture reading promotion has not only attracted strong attention within the university but also played a demonstrative role in the industry.

The innovation of this exploration is mainly manifested in: (1) Novel theme and concept—keeping pace with national cultural development and selecting the Twenty-Four Solar Terms, which were just inscribed as world intangible heritage at the end of 2016, as the entry point. (2) Distinctive school-based characteristics—the Twenty-Four Solar Terms theme was fully integrated with BNU's characteristic discipline development in folklore studies, effectively promoting the dissemination of the school's characteristic discipline research achievements. (3) Experiential, multi-disciplinary three-dimensional

reading model—emphasizing experiential three-dimensional reading from multidisciplinary perspectives and diverse cultural carriers, with strong interactivity that helps students extend from “shallow reading” to “deep reading” of traditional culture. (4) Strong 趣味性 (interest/appeal)—using “reading passports” and “activity commemorative stamps” to encourage student participation, effectively improving activity engagement.

Strategic Recommendations for Three-Dimensional Traditional Chinese Culture Reading Promotion in University Libraries

Based on the above analysis, the author recommends that university libraries adopt the following strategies when conducting traditional Chinese culture reading promotion:

4.1 Establishing an Embedded Long-Term Mechanism for Traditional Chinese Culture Reading Promotion

Given the profound spiritual connotation of traditional Chinese culture and strong national advocacy, university libraries should establish a long-term mechanism for traditional Chinese culture reading promotion. Reading promotion activities should not be short-term, seasonal, or campaign-style events that cater to occasions; they must explore sustainable development mechanisms with long-term planning and arrangements in personnel, funding, and resources to accumulate experience and ensure developmental, creative, and economical implementation [11]. Following the year-long Twenty-Four Solar Terms traditional culture reading promotion activity in 2017, BNU Library continued to excavate characteristic collections and, relying on the school’s characteristic discipline, launched “Traditional Chinese Festivals” reading promotion in 2018 and “Chinese Intangible Cultural Heritage” reading promotion in 2019. Thus, BNU Library has formed a complete set of three-dimensional traditional Chinese culture reading promotion long-term mechanisms.

4.2 Establishing a Multi-Subject Coexistence Model Including Libraries, Experts, and Readers

When conducting traditional culture and other humanities-themed reading promotion activities, university libraries may find that librarians’ professional backgrounds are diverse, and their capabilities or perspectives may not match the activity connotation and standards expected by readers. Therefore, libraries need to break away from the mindset of working alone, dismantle barriers where the library alone dominates reading promotion themes, and fully unite with experts and qualified readers to conduct activities through multi-subject coexistence. University libraries, especially those in comprehensive universities, have the advantage of wide disciplinary distribution across their institutions, which benefits traditional Chinese culture reading promotion. Libraries can fully tap into tra-

ditional culture-related professionals to jointly conduct relevant work through cooperation and embedded approaches, further enhancing activity professionalism.

4.3 Exploring Multi-Interaction Between Reading Promotion Subjects and Objects

The uniqueness of three-dimensional reading promotion for traditional Chinese culture lies in two aspects: first, the reading promotion subject (the library) provides three-dimensional reading carriers based on media such as sound, images, video, networks, and exhibitions; second, the reading promotion object (university students) forms diversified reading methods through listening, speaking, reading, writing, painting, and literary and artistic creation. The three-dimensional diversity of reading carriers and methods promotes multi-interaction between subjects and objects. Particularly for students as the objects, their personal “experience” becomes the dominant factor in their entire reading process. Unique personalized experiences not only stimulate their interest in traditional culture reading but also help them achieve deep understanding of traditional culture content, generating rich creative reading outcomes. Through multi-interaction models between promotion subjects and objects, emphasizing and enhancing the “three-dimensionality” and “experientiality” of traditional culture reading promotion activities is essential.

4.4 Emphasizing Secondary Development and Dissemination of Traditional Culture Reading Promotion Outcomes

French philosopher Lyotard, when summarizing knowledge production and dissemination mechanisms in contemporary society, argued that in modern society, knowledge dissemination is even more important than knowledge production [12]. The process of knowledge dissemination is not only an embodiment of knowledge value but also a crucial pathway for audiences to deeply understand and digest knowledge. Therefore, whether the outcomes of reading promotion activities, especially students’ own creative achievements, can be disseminated non-repetitively directly affects their deep understanding and perception of the promotion theme and influences their enthusiasm and motivation for participation. In this sense, the end of a thematic reading promotion activity should not be a terminal point but rather a new starting point for “promotion.” Only through such cyclical “promotion” can the promoted content truly take root in the audience’s hearts. For instance, BNU Library’s secondary development and dissemination methods, such as constructing reading spaces and producing audio bookmarks using activity outcomes, have effectively sustained student attention to traditional Chinese culture.

4.5 Exploring Interaction and Integration Between Traditional Culture Reading Promotion and Subject Services

In recent years, the interaction between reading promotion and subject services has been a hot topic in university library research and practice, though effective integration remains rare. Tang Shuxiang [13], Liu Lihua [14], Yang Junli [15] and others have analyzed the possibility of interaction from theoretical perspectives but have not yet implemented it in practice; Zhang Lifang [16] and others have only used subject service networks to conduct reading promotion. BNU Library integrated Twenty-Four Solar Terms traditional culture reading promotion into the service process for the school's characteristic folklore discipline. Through cooperation with discipline experts, the library not only promoted discipline research achievements in rich and diverse forms and enhanced the library's support for discipline literature but also strengthened the professionalism of reading promotion work itself. Meanwhile, guiding students to participate in traditional culture reading promotion activities from disciplinary perspectives not only helps students construct professional vision in understanding traditional culture but also enriches the presentation carriers of reading promotion content. The above practice demonstrates that full interaction and integration between traditional culture reading promotion and subject services will help both aspects promote each other and effectively enhance their service effectiveness.

4.6 Excavating Collection Resources and Constructing Traditional Culture-Based Characteristic Collections

Traditional culture books are rarely seen in annual borrowing rankings of major university libraries, indicating that contemporary university students' reading of traditional Chinese culture is relatively scarce. University libraries should extensively and deeply excavate traditional culture books in their collections and consciously and systematically recommend them to students to awaken those valuable traditional culture books sleeping in the library. Additionally, libraries can construct traditional culture-based characteristic collections to create an overall campus atmosphere for traditional Chinese culture reading. Only in this way can the "promotion" of traditional Chinese culture reading be truly implemented.

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Sun Yuanyuan: Proposed the research topic and direction, determined the research framework, and wrote and revised the paper.

Zhang Ling: Proposed the research topic, refined the research framework, and revised the paper.

Yu Jing: Proposed the research topic, refined the research framework, and revised the paper.

Zhang Shen: Revised the paper.

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