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Postprint: Construction of an Evaluation Index System for Reading Promotion Activities

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Abstract

[目的/意义]To improve the performance of reading promotion activities by constructing an evaluation index system for such activities in a scientific and systematic manner. [方法/过程]This study compares the evaluation indicators for reading promotion activities proposed in relevant domestic literature, the national reading system and its associated indicators, and analyzes the processes and constituent elements of reading promotion activities at the individual, institutional, and regional levels. [结果/结论]The study preliminarily proposes an evaluation index system for reading promotion activities from a public project perspective, comprising 6 first-level indicators: management performance, technical performance, economic performance, social performance, ecological environmental performance, and sustainable development performance, as well as 19 second-level indicators and 92 third-level indicators. These indicators require further empirical validation and refinement.

Full Text

Preamble

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Construction of Evaluation Indicator System for Reading Promotion Activities*
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Abstract: [Purpose/Significance] This study aims to construct a scientific and systematic evaluation indicator system for reading promotion activities to improve their performance. [Method/Process] The paper compares evaluation indicators for reading promotion activities and national reading systems proposed in domestic literature, and analyzes the processes and elements of individual, institutional, and regional reading promotion activities. [Result/Conclusion] Based on the public project perspective, a preliminary evaluation indicator system for reading promotion activities is proposed, comprising 6 first-level indicators: management performance, technical performance, economic performance, social performance, ecological environmental performance, and sustainable development performance, along with 19 second-level indicators and 92 third-level indicators. These indicators require further empirical validation and refinement.

Keywords: reading promotion activities; public project; performance evaluation; evaluation indicators

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The evaluation of reading promotion activities (hereinafter referred to as “activities”) has increasingly attracted researchers’ attention. Activity evaluation indicators have appeared in some literature, some targeting children’s reading promotion activities, some focusing on university library reading promotion activities, and others addressing them within “national reading systems.” Due to space limitations, these studies lack in-depth comparison and analysis of indicator sources and have not conducted comprehensive analysis and generalization of activity evaluation indicators. This research divides reading promotion activities into three levels: individual reading promotion activities, reading promotion activities of an institution over a period of time, and reading promotion activities of a region over a period of time [1]. Building on the aforementioned literature, combined with existing research on library-related evaluation standards, and considering that reading promotion activities are part of social, cultural, and educational activities, this study draws on research regarding public sector performance evaluation and public project evaluation, as well as other social, cultural, and educational evaluation studies, to analyze the content, purpose, methods, and standards of reading promotion activity evaluation, and proposes an evaluation indicator system for reading promotion activities.

1 Analysis of Evaluation Indicators for Reading Promotion Activities in Relevant Literature

1.1 Analysis of Foreign Literature on Reading Promotion Activity Evaluation in Recent Years

R. Needlman et al. divided 45 children aged 6 months to 6 years into two groups and conducted a study on reading skill improvement with parental accompaniment. Through observation and feedback methods, they effectively motivated parents to train and improve children's reading skills [2]. This experimental method of observation and feedback facilitates the implementation of reading promotion activity evaluation. D. Brosio et al. conducted empirical research on restorative strategies to promote patient reading, finding that reading rehabilitation effects mainly manifested in: the development of private spaces within public spaces, and the subjectification of processes [3]. Evidently, reading improvement for special populations depends primarily on the creation of reading spaces and the autonomy of reading subjects. Reading promotion activity evaluation needs to reference both reading space and user autonomy. O. Christine et al. studied the impact of mother-child shared reading with varying degrees of guidance on children's cognitive abilities, evaluating the relationship between inputs (book gifting, auxiliary educational activities, etc.) and outputs (vocabulary comprehension and mastery, cognitive and socio-emotional abilities) [4]. This is a case of evaluating a reading promotion activity, and the results affirm the helpful and promotional role of professionally guided book gifting activities for disadvantaged groups and families. Input-output evaluation is one method for reading promotion activity evaluation. H. Gum?Sook et al. developed evaluation tools for reading promotion programs, evaluated Korea's "Reading Culture Enhancement Program," identified problems in policies and planning, and proposed improvement strategies [5]. This is helpful for evaluating reading promotion activities at regional and national levels. M. Baro et al., based on quantitative data and library managers' perspectives, evaluated reading promotion activities in 320 public libraries in Catalonia in 2009, finding that factors affecting reading promotion activity effectiveness included: activities conducted through external service plans providing external support to libraries, number of library staff, total number of planned activities, and the interaction between library staff and activity quantity [6]. Foreign research on reading promotion activity evaluation mainly focuses on evaluation of individual, specific reading promotion activities, evaluation of reading promotion activity plans or programs, or evaluation of reading promotion activities of certain types of institutions. However, comprehensive analysis of reading promotion activities and evaluation remains limited, with few reference-worthy achievements.

1.2 Analysis of Evaluation Indicators for Reading Promotion Activities in Domestic Literature

Wang Sufang et al. proposed an "Evaluation Indicator System for Library Children's Reading Promotion Activities," including 3 first-level indicators, 13

second-level indicators, and 50 third-level indicators [7]. This indicator system includes indicators for individual reading promotion activities, such as number of organizers, organizers' education level, organizers' professional competence, government support for activities, social organization participation, expert and scholar participation, and volunteer participation, as well as indicators for institutional reading promotion activities over a period, such as number of regular activities, number of characteristic activities, richness of activity types, and parent group participation. Some indicators are for comparison between different institutions, such as transportation and environment as third-level indicators.

Yin Xiubo proposed 4 indicators and 17 sub-indicators from the reader's perspective [8]. Evaluating reading promotion activities from the reader's perspective is fundamentally significant, but categorizing "reading ability" into information collection, summarization, interpretation, and evaluation abilities is debatable. Yin Xiubo's "reader satisfaction" targets reading promotion activities, while the other three first-level indicators represent results after readers participate in reading promotion activities. If readers' views on reading promotion activities could be further subdivided, such as expected value and perceived value, it would be more specific.

Lu Miaomiao and Fang Xiangming designed a performance evaluation indicator system for university library reading promotion activities, divided into 5 first-level indicators and 32 second-level indicators [9]. Overall, their indicator system is relatively comprehensive and emphasizes participant orientation. However, the problem is that this evaluation mainly targets institutional reading promotion activities over a period, where some indicators like "activity content, activity form, activity organization process, interactivity, and attractiveness" are more suitable for individual reading promotion activities. Additionally, "activity performance" and "participant benefit degree" overlap, but the second-level indicators of "activity performance" in their paper mainly evaluate library resources and services.

Yu Xiaoling, referencing the "ISO9000 Quality Assessment System" and "LibQUAL+ Assessment System," proposed 4 indicator contents and 16 evaluation dimensions, stating that collection resources and facility equipment resources are the foundation and guarantee for reading promotion activity evaluation, and that "reading promotion activity process" and "reading promotion activity results" serve as core evaluation criteria for the entire reading promotion activity [10]. However, this paper lacks indicators comparing users' reading behavior, reading psychology, and reading quality before and after reading promotion activities. Additionally, it does not explain the process for weights of "evaluation dimensions" and quantitative scores of "specific evaluation standard points for readers."

Yue Xiuzhi, targeting university reading promotion activities, proposed evaluation indicators based on both university students and libraries [11]. These two aspects of evaluation indicators have no overlap but lack correlation. Addition-

ally, regarding university students, can satisfaction be considered an ultimate evaluation indicator?

A comparison of first-level indicators or dimensions mentioned in the above literature is shown in Table 1. For evaluating reading promotion activities, Yin Xiubo evaluates from the reader's perspective, grasping the fundamental aspect of reading promotion activity evaluation; Yu Xiaoling evaluates from the three elements of foundation, process, and results of reading promotion activities, treating reading promotion activities as evaluation objects; Yue Xiuzhi evaluates reading promotion activities from both reader and library perspectives, evaluating participants in reading promotion activities without considering the impact of activity promotion. Wang Sufang et al. and Lu Miaomiao et al. evaluate reading promotion activities not only from library and participant perspectives but also from publicity effects or social impact, considering the influence of reading promotion activities on people who did not participate due to media promotion, which is relatively comprehensive.

The evaluation indicators for reading promotion activities in the aforementioned research are proposed around activity elements or processes, such as participation aspects involving libraries and participants (readers or users); some indicators involve reading promotion activity processes, such as activity scale and media, as well as comparisons of participants' abilities or behaviors before and after activities. Can evaluation be based on activity elements? Are "benefits" or "reader satisfaction" indicators or standards? Can they serve as first-level indicators? Is it necessary to effectively decompose "reader satisfaction"? What are the basis and fundamental purpose for proposing evaluation indicators? Therefore, it is necessary to differentiate the relationships between activity work content, evaluation indicators, and performance standards, determining indicators based on work content standards and position competency standards. The process is as follows: first, analyze and summarize the work content of reading promotion activities, then extract performance evaluation indicators, and finally establish performance standards. When determining the evaluation system for reading promotion activities, it is essential to identify "key performance indicators" and distinguish "key performance behaviors" [12].

1.3 Distinction Between Reading Promotion and National Reading System

Xia Lixin et al. explored the construction of a national reading assessment standard system framework from three dimensions: organization, resources, and users, considering the concept of national reading work as "...various reading facilities and services," while the concept of reading promotion (activities) is "...related activities conducted to promote people's reading." From a macro perspective, national reading work and reading promotion activities are basically the same. Additionally, the paper mentions "publicity and promotion evaluation," which directly addresses reading promotion activity evaluation. The paper believes reading promotion evaluation includes two aspects: first, evaluation

of public opinion publicity; second, evaluation of reading promotion projects. This is similar to the “library” and “social impact” categories in Wang Sufang et al.’s reading promotion evaluation indicators. The “participant” dimension proposed by Wang Sufang et al. is reflected in the “reading resource utilization” section of Xia Lixin et al.’s paper [13].

1.4 Evaluation Indicators in Reading Promotion Activity Case Competitions

The first National University Library Reading Promotion Case Competition was held on October 15-16, 2015 [14]. The on-site evaluation criteria for the finals were divided into: innovation, operability, sustainability, effectiveness, and presentation effectiveness. Innovation targets common reading promotion activities, operability is the degree of combination between cases and practice, sustainability is whether cases can be held multiple times, effectiveness is for readers or society, and final presentation effectiveness is on-site performance. Innovation and sustainability evaluate activity management, operability evaluates technical elements of activities, and effectiveness evaluates the overall activity. The first four criteria have reference value for individual activity evaluation.

The China Library Association’s 2016 “Scholarly City (District/County Level)” activity announcement included 9 conditions covering 5 aspects [15]: first, emphasizing qualifications and regulations, such as items 1 and 2; second, emphasizing collections and facilities, such as items 3, 4, 6, and 9; third, emphasizing collection utilization, such as item 7; fourth, emphasizing government support, such as item 8; fifth, emphasizing the number of reading promotion activities held, such as item 5. The first, fourth, and fifth items target activity management capability; the third item targets indirect effects and social benefits; the second item concerns basic conditions. These five aspects have reference value for regional reading promotion activity evaluation.

2 Content of Reading Promotion Activity Performance Evaluation Indicators

Relevant evaluation literature can be roughly categorized into: first, project evaluation, especially public project evaluation; second, general social activity evaluation, as reading promotion activities are a type of social activity; third, service evaluation, as reading promotion activities are essentially a service and a public welfare service; fourth, system evaluation, as reading promotion activities are systematic activities; fifth, library-related evaluation, as libraries are currently important forces in reading promotion activities, and library-related evaluations have positive reference value for reading promotion activity evaluation. After comparing the content of these five aspects, overlaps are found in evaluation. Public project evaluation content provides important theoretical support for reading promotion activity evaluation and helps broaden current domestic research on reading promotion activity evaluation. Therefore, this study

emphasizes proposing an evaluation indicator system for reading promotion activities based on the public project perspective [16].

First, management performance. This is the foundation and important component of reading promotion activity performance evaluation. Management performance evaluation focuses on the evaluation of reading promotion activity processes, with tactical management performance emphasized for individual activities and strategic management performance emphasized for institutional and regional activities. Management performance is mainly provided by reading promotion activity organizers.

Second, technical performance. Reading promotion activities are no longer simply about issuing notices and organizing users on-site. In the era of informatization, mobility, and diversified user interests, it is necessary to adopt advanced, applicable, reasonable, reliable, efficient, and maintainable technologies, including information technology, effective communication channels, attractive and distinctive promotional content, fast and accurate contact tools, user-activity interaction platforms, easily displayable activity venues, and convenient systems for exchanging and storing activity management documents. The technical level of activity organizers and executors also affects activity effectiveness.

Third, economic performance. Reading promotion activity performance evaluation must include economic performance, which mainly manifests as activity inputs and outputs. Reading promotion economic performance emphasizes “achievement” rather than “efficiency,” because reading promotion activities focus on macro effects. Institutional and regional reading promotion activities must particularly emphasize economic performance. Economic performance is mainly provided by activity organizers.

Fourth, social performance. Under the public finance framework, reading promotion activities must prioritize social performance, even placing it in a primary or decisive position. Social performance focuses on the effectiveness of institutional and regional reading promotion activities, mainly provided by activity organizers, and should adopt reader satisfaction-based methods.

Fifth, environmental performance. This mainly concerns the improvement degree of reading environment and cultural environment, focusing on institutional and regional reading promotion activities.

Sixth, sustainable development performance. This mainly concerns the sustainability of reading promotion activity inputs and methods, as well as the sustainability of participant numbers.

3 Evaluation Indicator System for Reading Promotion Activities Based on Public Project Perspective

3.1 Elements, Content, and Indicators for Management Performance Evaluation of Reading Promotion Activities

Activity management effectiveness can be improved from three aspects: management capability and quality of activity organizers; process factors such as cost, quality, and schedule management performance; and comprehensive management factors such as activity systems, planning processes, supervision, and document management performance. Management performance is more important for evaluating individual reading promotion activities and an institution's reading promotion activities over a period.

To improve management performance, it is necessary to value and perfect the aforementioned elements and content. However, evaluation elements and content are not the evaluation indicator system itself. For example, in activity management processes, having fixed reading promotion staff, venues, and even funding does not guarantee good activity effects. Management performance indicators can be extracted from management performance evaluation elements and content. From a comparative perspective, some ratios are needed to reflect reading promotion activity management performance. Referencing Information and Documentation — Library Performance Indicators 2014 (International Organization for Standardization. Information and documentation — Library performance indicators 2014, ISO 11620:2014 (E). www.iso.org) [17], the management performance evaluation indicator system for reading promotion activities and its application scope are determined as shown in Table 2, divided into 3 second-level indicators and 25 third-level indicators. The “Application Scope” options in Table 2: individual (individual reading promotion activity), unit (institution's reading promotion activities over a period), and region (regional reading promotion activities over a period).

3.2 Content, Elements, and Indicators for Technical Performance Evaluation of Reading Promotion Activities

Whether the technical level adopted in activities is advanced, suitable for participants, and can achieve expected goals is extremely important, including evaluation of technological progress level, technical applicability, and technical rationality. As long as certain users can be organized or certain technologies can be used to push reading materials or knowledge to readers, reading promotion basically achieves its purpose. However, current factors such as multi-format literature resources, multi-channel delivery, and intelligent information receiving devices require reading promotion to use “appropriate” technology to push “appropriate” reading materials to “appropriate” readers. Meanwhile, the technical level of activity organizers also affects activity effectiveness. When Zhongyuan University of Technology held the Student Book Recommendation Competition final in 2015, contestants made their own slides and used speeches for competi-

tion. The audience voted via WeChat and judges scored, with the final results given on-site. Using the WeChat platform, the audience could comment on and like each contestant, displayed on a large screen, creating a lively atmosphere [18].

Evaluation content and elements can be designed from aspects of technical advancement, practicality, rationality, reliability, maintainability, technical efficiency, and technical personnel level: Progress level of technical equipment: novelty of technology (whether main technologies used in activity processes are pioneers among similar technologies), technical gap (time gap between when the activity's main technology was first used and when the current latest similar technology was first used, expressed in years), and equipment gap (age gap between equipment used in activities and advanced equipment). Applicability of technical equipment: matching degree (whether technologies and equipment used in each activity process match each other), operability (whether equipment operation is mastered by activity executors and participants), and equipment reliability and maintainability. Technical level of technical personnel: operational level and work efficiency of activity implementation personnel. Technical efficiency: first, resource saving degree. The percentage of time, manpower, funding, and other resources saved by using new versus old technologies to complete the same workload. For example, for reading essay activities, using web announcements, phone notifications, layered submission, and manual plagiarism checking versus using Weibo or WeChat for release, direct submission, and system-based plagiarism checking yields different efficiencies and effects. Second, percentage of work completed by computers. Due to organizational, funding, and technical reasons, although various advanced equipment exists, they are not fully utilized. Technical performance can be directly scored by activity organizers and experts.

The technical performance evaluation indicator system for reading promotion activities and its application scope are shown in Table 3 , divided into 4 second-level indicators and 9 third-level indicators.

3.3 Content, Elements, and Indicators for Economic Performance Evaluation of Reading Promotion Activities

Although reading promotion activities cannot pursue economic benefit maximization or even take it as the main goal, they require “low input, high output.” Economic performance can emphasize “achievement,” i.e., consumption during the activity process and what products or services are ultimately transformed into and their manifestation forms. Economic performance evaluation is divided into two levels: reading promotion financial evaluation and national reading economic evaluation. Individual reading promotion activities and institutional reading promotion activities over a period mainly consider reading promotion financial evaluation, while regional reading promotion activities over a period should consider both levels.

Reading promotion financial evaluation elements should calculate directly incurred financial costs and benefits, prepare financial statements or similar funding usage tables, examine the financial status of activity overspending or surplus, and provide financial feasibility conclusions. A combination of quantitative and qualitative methods should be used, but with emphasis on quantitative analysis. The main focus is financial input, including cash equivalents of human, material, and financial resources, as well as process products and final products or services and their manifestation forms.

National reading economic performance evaluation elements mainly consider the allocation and utilization of total costs of various reading promotion activities in a region over a certain period, and their ratio to limited regional resources, such as the proportion of total activity funding input to regional GDP and the annual increment of this proportion.

The economic performance evaluation indicator system for reading promotion activities and its application scope are shown in Table 4 , divided into 2 second-level indicators and 13 third-level indicators.

3.4 Content, Elements, and Indicators for Social Performance Evaluation of Reading Promotion Activities

The public welfare and overall social welfare characteristics of reading promotion activities require that their pursuit must be consistent with social goals. The main focus is investigating and predicting the social impact and benefits generated by reading promotion activities, analyzing the mutual adaptability and acceptability between reading promotion activities and the social environment where they are located. This can be considered from three aspects: social culture performance, social economic performance, and social environmental performance.

Social culture performance mainly includes: public satisfaction with reading promotion activities and public reading self-satisfaction. These are used to evaluate the indirect impact of reading promotion activities on the public.

Social economic performance includes: employment coefficient in book, related media, and institution cultural markets (evaluating the effect of reading promotion activity investment on employment increase during a certain period), labor productivity contribution degree (evaluating the advanced or backward state of production in relevant cultural markets within a region), and science and technology progress effect (evaluating reading promotion activities' contribution to cultural product technology development, popularization, and application in the region).

Social environmental performance includes: impact effects on different types of participants (mainly those who don't like reading, cannot read, or have reading difficulties); impact effects on populations in different economic development levels within a region; and impact effects on cultural, publicity, and educational

environments (evaluating changes in institutions in these areas before and after reading promotion activity implementation).

The social performance evaluation indicator system for reading promotion activities and its application scope are shown in Table 5 , divided into 3 second-level indicators and 11 third-level indicators.

3.5 Content, Elements, and Indicators for Ecological Environmental Performance Evaluation of Reading Promotion Activities

Reading promotion activities also have certain impacts on social ecological environment. First are products during the activity process, such as promotional materials and advertising banners. Second are final products or services and their existence forms, such as expert report sites and video carriers, on-site large screens, and reading essay collections. Finally, the production and development of various types of literature (paper and electronic) resulting from reading promotion activities affect the social ecological environment, such as papermaking and electronic waste disposal. Notably, compared with other projects or activities, reading promotion activities have minimal negative impacts on the social ecological environment and are even “environmentally friendly” activities.

Reading promotion activity ecological performance evaluation indicators include: first, ecological environmental performance. The ecological environmental performance of newly generated infrastructure due to reading promotion activities, such as affiliated grasslands of libraries, cultural centers, rural bookstores, and bookstores. Second, aesthetic and environmental quality performance. Such as the harmony between affiliated facilities, advertising banners, and original landscapes. Third, natural resource conservation and comprehensive utilization performance. Such as using electronic screens to replace printed large advertising banners, and using WeChat and other platforms to release various information to replace some paper materials.

The environmental performance evaluation indicator system for reading promotion activities and its application scope are shown in Table 6 , divided into 3 second-level indicators and 8 third-level indicators.

3.6 Content, Elements, and Indicators for Sustainable Development Performance Evaluation of Reading Promotion Activities

The sustainable development of reading promotion activities is a dynamic and comprehensive concept involving culture, economy, society, technology, and natural environment, mainly including three parts: sustainable development of natural resources and ecological environment, sustainable economic development, and sustainable social development.

First, the human, material, and financial resources related to reading promotion activities need to be continuously invested every year. Second, some reading promotion activities can be carried out continuously every year. The continuous

development of reading promotion activities promotes the public to purchase or borrow more books and other literature, whether paper or electronic, and will bring continuous economic growth and quality improvement to the cultural-related market (although book sales and quality cannot be directly equated with reading promotion activity effects). Finally, while meeting contemporary people's reading needs, reading promotion activities will bring more reading opportunities to future generations.

Reading promotion activity sustainable development performance evaluation indicators include: first, sustainable performance of reading promotion activities themselves. Including target performance (evaluating whether various goals of reading promotion activities are achieved from goal achievement degree and gap analysis perspectives) and institution and operation mechanism perfection degree (evaluating sustainable development capability of reading promotion activities from organizational setup and operation mechanism perspectives). Second, sustainable performance of economic growth. Including the base and annual growth rate of investment costs for various reading promotion activities at individual, institutional, or regional levels; contribution to cultural industry development (evaluating reading promotion activities' contribution to regional industrial added value, cultural industry output value change rate, and other industrial development aspects). Third, sustainable performance of environment and resources. Including contribution to sustainable resource utilization and impact on natural environment, used to evaluate the coordinated development degree between activities and natural resources/environment, including sustainability of various information and carriers generated during activities. Fourth, sustainable performance of social development. Including contribution to national education level change rate, contribution to per capita book reading growth rate. Strictly speaking, it should be a comparison of these two indicators in an institution or region before and after reading promotion activities, from non-existence to existence. Also includes innovation capability contribution, evaluating reading promotion activities' contribution to improving independent innovation capability in the region.

The sustainable development performance evaluation indicator system for reading promotion activities and its application scope are shown in Table 7, divided into 4 second-level indicators and 16 third-level indicators.

Most domestic references study reading promotion activities with libraries as the main body. Although libraries have become the backbone in current Chinese reading promotion practice, some non-library departments or institutions also conduct reading promotion activities, so evaluation cannot be limited to the library field. This paper preliminarily derives 6 first-level evaluation indicators for reading promotion activities: management performance, technical performance, economic performance, social performance, ecological environmental performance, and sustainable development performance, with 19 second-level indicators and 92 third-level indicators. Compared with evaluation indicators proposed in other literature, this system has the following advantages and scien-

tific merits: First, the proposed evaluation indicator system for reading promotion activities is applicable to any hosting unit of activities, including libraries. Second, it evaluates reading promotion activities from broader perspectives of management, technology, economy, society, environment, and sustainable development, accommodating different characteristics of individual, institutional, and regional reading promotion activities. The weights of these 6 first-level indicators differ for individual, institutional, and regional reading promotion activities. Management, technical, and economic performance focus more on evaluating individual and institutional reading promotion activities, while social, environmental, and sustainable development performance focus more on regional reading promotion activities. Individual reading promotion activities are the most basic, numerous individual activities constitute institutional activities, and numerous institutional activities constitute regional activities. However, the relationships between individual activities and between institutional activities are not identical and cannot be ignored in evaluation. Moreover, these relationships will be important content for social, environmental, and sustainable development performance of activities. Therefore, the evaluation indicators proposed in this paper are more systematic. Third, evaluation of individual reading promotion activities is the foundation for institutional activity evaluation, and similarly, institutional activity evaluation is the foundation for regional activity evaluation. Using one evaluation system for reading promotion activities is feasible in practice. Meanwhile, fully considering the different weights of these three levels of reading promotion activities in one evaluation indicator system can achieve scientific evaluation of reading promotion activities.

Next steps include: first, some third-level indicators have certain repetitions and need deletion and adjustment; second, names of indicators at all levels need further refinement and standardization; third, calculation methods for indicators at all levels need to be provided; fourth, weights of indicators at all levels need to be determined through methods such as Analytic Hierarchy Process and entropy weight method; fifth, these indicators need final confirmation and optimization through Delphi method and other approaches; sixth, these indicators need further verification and modification through empirical research.

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