

Postprint of a Study on Excellent Cases of WeChat Reading Promotion in Art College Libraries

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Abstract

[Purpose/Significance] This study investigates the current state of WeChat utilization for reading promotion in art college libraries, examines exemplary cases of WeChat-based reading promotion, and proposes development strategies for such initiatives, thereby providing insights and recommendations for the implementation of reading promotion activities. [Method/Process] The WeChat Official Platform was selected as the data source, with independently-established undergraduate art college libraries serving as the research subjects. The analysis encompassed the types, content, and readership data of WeChat reading promotion information, as well as the characteristics of exemplary cases. [Results/Conclusion] Art college libraries should integrate reading promotion activities into their institutional development plans, appropriately balance the relationship between traditional reading promotion activities and those with distinctive art college characteristics, and optimize the column configuration of their Official Accounts for reading promotion.

Full Text

Abstract

[Purpose/Significance] This study investigates the utilization of WeChat for reading promotion in art university libraries, examines exemplary cases of WeChat-based reading promotion, and proposes development strategies for such initiatives, offering insights and recommendations for libraries' reading promotion work. [Method/Process] Using the WeChat public platform as the data source, the study surveyed libraries of independent undergraduate art institutions, analyzing the types, content, and readership data of their WeChat reading promotion messages, as well as the characteristics of outstanding cases. [Result/Conclusion] Art university libraries should integrate reading promotion

activities into their institutions' development plans, properly balance traditional and characteristic reading promotion activities, and optimize the column settings of their official accounts for reading promotion.

Keywords: art university libraries; WeChat; reading promotion; excellent cases; characteristics

Introduction

At the National Conference on Ideological and Political Work in Higher Education, General Secretary Xi Jinping emphasized campus culture construction, calling for greater emphasis on cultural cultivation and education through culture. He advocated for extensive creation of civilized campuses and diverse, healthy, and elegant campus cultural activities. Library reading promotion initiatives help guide faculty and students to embrace books as companions, enriching knowledge, broadening horizons, and contemplating life, thereby fostering a positive, substantive, and distinctive campus cultural atmosphere.

Art university students typically prioritize professional knowledge acquisition and skills training, excelling in music, theater, fine arts, dance, and media arts while often lacking in humanities literacy. Reading enables multi-level, multi-angle comprehension of artistic spirit and value, enriches emotional and spiritual life, and facilitates leapfrog development in artistic talent cultivation. Consequently, reading promotion work in art university libraries is particularly crucial.

Current domestic research on reading promotion in art institutions primarily addresses four aspects: (1) **Reader characteristics and reading psychology:** Fu Chunmei identifies art students as among the most sensitive and dynamic university populations—passionate about life, innovative, emotionally rich, self-development oriented, and inclined to prioritize professional courses over general education [2]. Ling Yufei and Zhou Liuli categorize art students' reading psychology into scientific-creative, learning-enrichment, and recreational types [3]. (2) **Reading promotion strategies:** Wang Lihua proposes establishing reading promotion committees and reader associations, implementing a “reading credit system,” and inviting counselors to participate [4]. Zhang Dan suggests creating a relaxed and pleasant library atmosphere [5]. Chen Liang and Lian Chaoxi advocate adapting to digital reading needs and involving students in collection development to acquire more quality books [6]. (3) **Classic reading promotion:** Yu Zhonghua and Xue Qilin discuss the positive relationship between artistic classic reading and university art clubs, proposing classics as an internal driving force for club development to enrich activities, enhance cultural connotations, and fulfill educational functions [7]. Lian Chaoxi and Li Ping recommend demand-oriented classic reading promotion and collaboration with academic affairs offices to embed reading courses [8]. (4) **Evaluation index systems:** Ma Yu employs cluster analysis from dual perspectives of libraries and students to propose an evaluation index system encompassing 11 aspects

including reading psychology, behavior, ability, and sense of achievement [9].

Foreign scholars have nearly a century of research on reading, approaching it from linguistic, psychological, and other perspectives, focusing on reading behavior, reading materials, and readers [10]. Libraries abroad utilize social media platforms like Facebook and Twitter for reading promotion, primarily providing reference services, enhancing communication, and promoting library activities.

According to the 15th National Reading Survey Report, in 2017, Chinese adults' contact rate with digital reading methods (online reading, mobile reading, e-reader reading, tablet reading, etc.) reached 73.0%, up 4.8 percentage points from 68.2% in 2016. Among these, 71.0% of adults used mobile reading, up 4.9 percentage points from 66.1% in 2016. In terms of daily contact time with different media, mobile phones had the longest average daily contact time. Average daily WeChat reading time was 27.02 minutes, up from 26.00 minutes in 2016. Among digital reading method users, the 18-29 age group constituted the primary demographic at 34.6% [11].

WeChat, launched by Tencent on January 21, 2011, is a free instant messaging application for smart terminals. According to data released at Tencent's Global Partners Conference, WeChat had 902 million daily active users (September 2017), a 17% year-over-year increase; 3.5 million monthly active official accounts; and 797 million monthly active followers [12]. Sixty percent of WeChat users are aged 15-29 [13]. As the most popular mobile social platform, WeChat is transforming communication and lifestyles. With increasing national preference for digital reading, particularly among 18-29-year-olds, applying WeChat public platforms to library reading promotion can enhance dissemination efficiency and service quality, injecting fresh vitality into traditional reading promotion activities. Art university readers are typically keen-minded, curious about new things, passionate about life, and innovative, making the popular WeChat public platform highly compatible with contemporary art students' psychological characteristics and needs.

Comprehensive literature review reveals limited systematic research directly focusing on WeChat reading promotion in art university libraries. Therefore, investigating the current state of WeChat usage for reading promotion in these libraries, studying exemplary cases, and proposing development strategies holds practical significance.

1. Survey Design

This study selected libraries of 31 independent public undergraduate art institutions as survey objects. As of February 4, 2018, 18 libraries had opened WeChat official accounts, among which Jilin Art Institute Library and Xinjiang Art Institute Library had not posted any messages after opening. Without distinguishing account types, the study used "having posted reading promotion information" as the selection criterion, ultimately identifying 16 libraries as research samples.

The browsing method (WeChat mobile client) was employed to review historical messages from January 1, 2017 to December 31, 2017.

2. Survey Results

The sample libraries posted a total of 1,003 WeChat messages, including 646 reading promotion messages, accounting for 64.4% of all posts. Among the 16 libraries, China Conservatory of Music Library posted the highest number and percentage of reading promotion messages—102 messages representing 85.7% of its total posts. Xinghai Conservatory of Music Library posted the fewest—only 8 messages representing 25%. Ten libraries had reading promotion message percentages exceeding 60%, indicating that over half of the sample libraries have adopted the efficient and convenient WeChat public platform as a new media reading promotion channel.

2.1 Analysis of WeChat Reading Promotion Message Types in Art University Libraries

Considering art universities' resource advantages, disciplinary characteristics, and undergraduate art students' personalities and interests, this study categorized art university library WeChat reading promotion messages into 14 types, separating four characteristic activities (exhibitions/performances, film/TV appreciation, audio/video appreciation, and photography works) from general reading month activities. Table 1 shows the distribution of message types and quantities.

Table 1 reveals that book recommendations, information literacy lectures, and reading activities are the three most emphasized types. All sample libraries posted reading activities (85 messages, 13.16%). 87.5% posted information literacy lectures (176 messages, 27.24%). 81.25% posted book recommendations (153 messages, 13.16%). Traditional reading promotion activities remain the mainstay. However, among the four characteristic activities that align with art institutions' features and student interests, only exhibitions/performances received adequate attention, with 68.75% of libraries posting this type. Film/TV appreciation, audio/video appreciation, and photography works received insufficient attention: only 31.25% posted film/TV appreciation (12 messages, 1.86%); 25% posted audio/video appreciation (28 messages, 4.33%); and only 25% posted photography works (8 messages, 1.24%), the lowest percentage. The distribution of WeChat reading promotion message types should be optimized to better align with art institutions' characteristics and student interests.

2.2 Analysis of WeChat Reading Promotion Content in Art University Libraries

Based on promotion methods, content can be divided into four categories:

2.2.1 Introductory Promotion (1) Book recommendations: Including

new arrivals, collection highlights, themed recommendations, faculty recommendations, special shelves, journal recommendations, freshman reading lists, and vacation reading lists. For example, Central Academy of Drama Library regularly recommends new art books; Beijing Film Academy Library invites faculty to co-curate reading lists; China Academy of Art Library features Republican-era books and scroll collections; and Sichuan Fine Arts Institute Library provides themed recommendations by category. (2) **Audio/video recommendations:** Characteristic activities including reading contests, new disc recommendations, Kuke CD recommendations, and award-winning foreign art school student video recommendations. For example, Sichuan Conservatory of Music Library recommends new discs; Beijing Film Academy Library shares award-winning foreign student videos. (3) **Book reviews and essays:** Including themed essay contests and outstanding book reviews. For example, Beijing Film Academy Library's "Reading Joy Sharing" book review collection; China Conservatory of Music Library's "Youth Dreams" essay contest. (4) **Reader stars:** Including outstanding reader awards, borrowing rankings, and college-specific borrowing statistics. For example, Central Academy of Drama Library's "Reader Star" based on borrowing volume; Beijing Film Academy Library's "Annual Outstanding Reader" based on library visits and borrowing; Shandong University of Arts Library's college-specific borrowing statistics. (5) **Book lists:** Including high-circulation book lists and reader borrowing rankings. For example, Central Academy of Drama Library's top-10 lists by category (scripts, theory, fiction); Shenyang Conservatory of Music Library's top-10 music theory books; Sichuan Fine Arts Institute Library's "Reading Report" with top-10 lists by art, social science, and foreign language categories. (6) **Reading guides:** Including borrowing guides, book recommendation guides, freshman orientation guides, library website usage guides, celebrity reading methods, graduate resource utilization guides, and civilized reading advocacy. (7) **Reading space introductions:** Featuring newly renovated, opened, or distinctive library reading rooms.

2.2.2 Instructional Promotion (1) **Information literacy lectures:** Including promotion of common databases, self-built databases, e-journal reading machines, digital resource training, special electronic literature search methods, mobile library usage, reading learning apps, and thesis writing methods. For example, Central Academy of Drama Library promotes its self-built "Vinyl Record Listening Database"; China Conservatory of Music Library offers lectures on "Collection and Access of Foreign Music Scores"; Nanjing Arts Institute Library provides detailed mobile library usage instructions. (2) **Master lectures:** Including academic lectures combining self-built database promotion, regularly invited renowned scholars and artists, and lectures accompanying exhibitions/performances. For example, Shenyang Conservatory of Music Library's regular "National Music Forum" series; China Conservatory of Music Library's "National Essence Huqin" lecture accompanying its huqin collection exhibition.

2.2.3 Participatory Promotion (1) **Reading activities:** Including "4·23" World Book Day activities, retrieval contests, database knowledge competitions,

treasure hunts, book exchanges, reading interviews (micro-videos), book recommendations, donations, book drifts, original bookmark design contests, letter-writing activities, poetry contests, welcome and graduation season activities. For example, Lu Xun Academy of Fine Arts Library's "Time Never Betrays: Reading Interview on Campus" micro-video; Sichuan Conservatory of Music Library's original bookmark design contest. (2) **Photography works:** Characteristic activities including "most beautiful reading moment" photography, creative photography contests, welcome and graduation photography. For example, Guangzhou Academy of Fine Arts Library's "Facebook" creative photography contest; Shenyang Conservatory of Music Library's "My First Photo with the Library" activity. (3) **Interactive communication:** Including soliciting reader opinions on purchased resources, director reception days, and graduation message walls.

2.2.4 Exhibition Promotion (1) Exhibitions/performances: Characteristic activities including exhibitions/performances combining self-built database promotion, renowned artist performances, concert/opera/dance video screenings, collection art appreciation salons, museum visits, faculty art archive exhibitions, Chinese and foreign book exhibitions, zero-borrowing 精品 book exhibitions, photography exhibitions, design exhibitions, calligraphy exhibitions, and graduation exhibitions. For example, China Conservatory of Music Library's Yunnan Dali Bai ethnic traditional music series; Lu Xun Academy of Fine Arts Library's "Colorful Porcelain" monochrome glaze porcelain appreciation salon.

Introductory promotion is the most commonly used method. However, participatory and exhibition promotions that better mobilize student enthusiasm and reflect art school characteristics have not received sufficient attention.

2.3 Analysis of WeChat Reading Promotion Message Readership

Table 2 shows that although photography works had among the fewest posts, its average reads per post ranked highest, far exceeding other types. The most heavily promoted types—book recommendations and information literacy lectures—despite their high quantity, showed poor performance with low average reads. Information literacy lectures, while most numerous, ranked second-to-last in average reads. Audio/video appreciation and exhibitions/performances, recommended earlier as priority areas, achieved good readership but with far fewer posts. Reader stars and reading space introductions, though not heavily promoted, showed high student interest. Reader stars particularly ranked second in average reads despite being second-to-last in total posts, reflecting art students' desire for self-expression. This indicates a significant gap between libraries' promotional focus and actual student needs and interests.

3. Characteristics of Excellent WeChat Reading Promotion Cases in Art University Libraries

Art students generally exhibit weaker cultural literacy compared to regular university students, with gaps in reading interest, methods, behavior, habits, and proficiency. Therefore, art university libraries must shoulder responsibility for reading education, actively research strategies, formulate plans, advise school management, and collaborate with departments to stimulate interest, cultivate habits, improve ability, and advance campus reading culture to enhance students' comprehensive quality [14]. Effective reading promotion should: (1) recognize art students' emotional richness, interest in novelty, self-development focus, and enthusiasm for self-expression; (2) innovate content by combining school specialties and resource advantages with student interests; (3) innovate forms using participatory, exhibition, visit, and game-based methods; (4) emphasize interactivity to engage readers and transform libraries' stereotypical image.

3.1 Thematic Diversification Balancing Professional and Quality Development

Reading promotion should emphasize thematic diversification addressing both professional development and quality improvement. Using book recommendations as an example, Sichuan Fine Arts Institute Library carefully plans each theme, offering rich, diverse content including art-specific topics (design, art theory, sculpture, painting techniques) and humanities topics (literature, growth energy, Nobel Prize winners) to balance professional and quality development [15].

3.2 Content Innovation Combining School Characteristics with Contemporary Development

Homogenized content is common, with few posts featuring school-specific characteristics or contemporary student interests. To stand out, libraries must innovate content based on resource advantages. Central Academy of Drama Library promotes its self-built "Vinyl Record Digital Collection Project," which digitizes approximately 5,000 vinyl records. Its post "Central Academy of Drama Vinyl Record Database—Reading the Ripples of Time in Musical Notes" [16] achieved 1,367 reads and 25 likes, ranking second in 2017 readership and first in likes.

Wuhan Conservatory of Music Library adapted to the digital era by creating China's first digital music experience center, allowing close-up music experience and learning. Its promotional post "Wuhan Conservatory of Music Digital Music Experience Center—Nation's First, Immersive Panoramic Sound Experience" [17] achieved remarkable 12,125 reads and 166 likes, the highest single-post readership and likes among all samples.

3.3 Method Innovation Enriching Digital Resource Promotion

Traditional digital resource promotion no longer meets contemporary art students' needs. The “X + digital resource promotion” approach integrates student interests for subtle yet effective promotion. Central Academy of Drama Library combined the popular film *Youth* with QQ Reading promotion in “Grab Benefits | Library Invites You to Watch *Youth*” [18], guiding readers to access the original novel via QQ Reading and offering gifts for comments, successfully leveraging film popularity to drive digital reading.

Beijing Film Academy Library combined faculty book recommendations with Chaoxing Learning App promotion, providing both collection information and PDF download instructions. Guangzhou Academy of Fine Arts Library integrated photography contests with Learning App promotion during freshman military training, attracting new students to download and use the app through “Military Training Photo Fun Contest” [20].

3.4 Coordinated Online and Offline Integration

Single-format online promotion often yields unsatisfactory results. Coordinated online promotion with matching offline experiences creates synergy and expands impact. China Conservatory of Music Library promoted its Chinese traditional music resource database through both online usage tutorials and offline experiences including “Local Music Talk” academic exchange series, Fuzhou drum music performances, Yunnan Dali traditional music and dance performances, and Qingyang suona performances [21-24], effectively promoting database resources multi-dimensionally.

Additionally, the library invited fine arts faculty to lead museum visits to the National Museum’s “Louvre’s Creation” exhibition, followed by online thematic booklists like “Museum Thematic Reading List Recommendation” [25], providing academic perspectives for visitors and alternative access for non-attendees.

3.5 Self-Expression Enhancing Activity Appeal

Art students are typically active, curious, and passionate, showing greater interest in novel, interactive, self-expressive activities. Guangzhou Academy of Fine Arts Library’s “Facebook” creative photography contest encouraged students to pose with book covers, generating 6,676 reads and 46 likes [26]. Beijing Film Academy Library’s graduation post “Graduation Season | Those Years We Shared—‘Me in the Library’ Graduation Memories” featured celebrity graduation photos to attract students [27].

4. Development Strategies for WeChat Reading Promotion in Art University Libraries

4.1 Integrating Reading Promotion into Institutional Development Plans

Given art universities' unique contexts, reading promotion can easily face insufficient institutional attention and low student participation. Libraries must accurately understand their institution's positioning, development plans, specialties, advantageous disciplines, resource strengths, student characteristics, interests, and reading psychology. Reading promotion should not only aim to improve reading proficiency but also support disciplinary development and talent cultivation goals. Institutional support is essential for sustainable, healthy development of reading promotion activities.

4.2 Balancing Traditional and Characteristic Reading Promotion Activities

Characteristic reading promotion refers to activities that: (1) reflect art school features, (2) utilize institutional resource advantages, (3) align with teaching priorities, and (4) interest art students. Examples include Beijing Film Academy Library's film screenings and thematic promotions leveraging its unique film resources, and Xinghai Conservatory of Music Library's audio appreciation and concert attendance activities.

While emphasizing characteristic activities, traditional reading promotion remains crucial because art students' humanities literacy needs strengthening. Libraries should select 1-2 resource-advantaged characteristic activities for prioritized development to create brand effects, while using them to attract attention to traditional activities, achieving comprehensive development.

4.3 Leveraging Art Resources to Build Brand Reading Promotion Activities

With multimedia resource development, films play increasingly important roles in reading promotion. Shanghai Institute of Visual Arts Library leverages its film 资源优势 to present "positive energy" films to campus, enriching cultural life. Its film art reading promotion brand comprises three components: (1) recommending and screening excellent films; (2) inviting filmmakers and critics for meetings and lectures; (3) organizing film criticism activities encouraging students to record reflections.

Activities include the "20th Shanghai International Film Festival Campus Screening," "Songjiang University City Film Exhibition," director Xu Jinglei's *The Missing* screening with crew meeting, Tokyo International Film Festival winner *The Looming Storm* screening, and documentary art lectures [28-30], plus regular foreign award-winning film screenings. Offline activities are diverse and rich, while online promotion includes award-winning film analysis, lecture

announcements, criticism solicitation, and outstanding reviews. Successful film selection, thoughtful recommendations, careful organization, and comprehensive publicity have earned the library an excellent reputation among Songjiang University City faculty and students, establishing a flagship student film activity and pioneering new territory for art university library reading promotion.

4.4 Optimizing Official Account Column Settings

Most sample libraries' column settings rely on commercial platforms like Chaoxing, E-Book Online, Longyuan Journals, Micro Bookroom, and Kuke, with few personalized self-built columns. A “commercial platform + self-built” approach is recommended—leveraging mature commercial platforms for efficiency and cost savings while developing distinctive self-built columns.

Libraries should select commercial platforms suitable for their characteristics, such as Beijing Film Academy Library's “Listen to Music” column based on Kuke, or Sichuan Conservatory of Music Library's “Audio Library” based on Cloud Image Digital Audio Books. Self-built columns should feature long-term, distinctive, and popular activities. For example, Beijing Film Academy Library's columns include “Library Guide,” “Resource e-Get,” and “Faculty Recommendations”; Shenyang Conservatory of Music Library's “Music Literature Guide” compiles professional journal articles; Sichuan Fine Arts Institute Library's columns include “Digital Resources Introduction,” “Selected Magazines,” and “Weekly Book Selection,” with the latter providing categorized booklist links for convenient access.

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